PSHE and Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

"Enjoying learning and growing together."



Respect



Persevere



Achieve

Coordinators:	PSHE Lead (EH)
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Rationale

Today's children and young people are growing up in an increasingly complex world, where their lives are lived seamlessly both online and offline. While this presents many exciting opportunities, it also brings new challenges and risks. In this environment, children and young people need the knowledge, skills and understanding to stay safe, healthy and resilient, and to manage their academic, personal and social lives positively and responsibly. Personal, social, health and economic education (PSHE) is an important and necessary part of all pupils' education.

At West Denton, our PSHE and RSE curriculum is central to our ethos of nurturing happy, healthy, and resilient individuals. We believe that to learn effectively, children must feel safe, valued, and empowered. At WDPS, we use our PSHE curriculum to equip pupils with a sound understanding of risk, along with the knowledge and skills necessary to make safe and informed decisions.

Purpose

- To give a clear statement on what the school aims to achieve from Personal, Social, Health and Economic Education including Relationship education, the values underpinning it and why it is important for primary school pupils.
- To provide a clear, structured framework on how we teach vital life skills, emotional wellbeing, safeguarding, and healthy relationships
- To give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching Relationship education and where deemed appropriate: Relationship and Sex education
- To enable parents and carers to support their children in learning about Relationship education

Statutory Context

Parents and carers will be informed about the policy through the school newsletter.
The policy will be available to parents and carers through our school website.

This policy has been written in accordance with the statutory Relationships Education and Health Education guidance (DfE). It came into effect September 2026. It has been written to ensure we are meeting the requirements of National Curriculum 2014, which includes a non-statutory framework for Personal, Social and Health Education (PSHE) and Citizenship at KS1 and 2. It fulfills our legal duties under the Education Act 2002 and the Academies act 2010 to provide a balanced and broadly based curriculum. In developing this policy, we have ensured compliance with Keeping Children Safe in Education (2026) and Working Together

to Safeguard Children (2026) ensuring our teaching meets the needs of all pupils. Pupils will learn about and respect the protected characteristics defined within the Equality Act 2010 in an age-appropriate way. We are committed to creating a safe, inclusive and respectful environment where all children feel valued, supported and prepared for life in modern Britain.

The statutory guidance can be found at:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

The aims of relationships and sex education (RSE) at WDPS are to:

- Support pupils to develop healthy, respectful relationships and recognise the importance of kindness, empathy, inclusion and mutual respect.
- Focus on personal safety and risk management, including age-appropriate learning around conflict resolution, knife crime awareness, water, road and rail safety.
- Prepare pupils for puberty and give them an understanding of human development, sexual development, health and hygiene.
- Teach accurate anatomical terminology and age-appropriate knowledge about growing up, puberty and personal health.
- Help pupils develop self-respect, confidence, resilience and emotional wellbeing.
- Promote safeguarding by helping pupils recognise unsafe situations, understand consent and boundaries, and know how and where to seek help.
- Teach pupils about online safety and digital literacy, including the safe and responsible use of technology, awareness of artificial intelligence (AI), online exploitation, cyberbullying, online pornography, misinformation and harmful online influences such as digital misogyny.
- Encourage pupils to think critically, behave responsibly online and develop strategies to keep themselves safe in both online and offline environments.
- Create a positive and inclusive culture around relationships, identity and wellbeing that respects diversity and challenges discrimination.
- Work in partnership with parents and carers by ensuring openness and transparency about the RSE curriculum, resources and approaches used within school.

Statutory requirements

Relationships Education is compulsory in all primary schools in England. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals. Sex education in primary schools is not compulsory. At WDPS, we recognise that the needs of each cohort may differ. Therefore, the content and delivery of Relationships and Sex Education (RSE) may be adapted to reflect the age, maturity and needs of pupils. Where additional non-statutory Sex Education content is identified as appropriate for a cohort, parents and carers will be informed by letter and they will have the right to withdraw their child from such lessons. See **Appendix A**

Our curriculum is designed to meet the needs of all pupils, including those with special educational needs and disabilities (SEND), as well as pupils with differing family experiences and backgrounds. Teaching and resources will be adapted where necessary to ensure all children can access the curriculum and fully participate in learning.

Curriculum Design, content and organisation

Our curriculum is underpinned by our school values *Respect, Persevere, Achieve*.

Our curriculum is rooted in the belief that all young people have the right to high-quality, age-appropriate education that prepares them for the opportunities, responsibilities, and experiences of modern life. It is structured progressively around T**hree core themes: Health and well-being, Relationships and Living in the Wider world.** Lessons are carefully sequenced across Early years, Key Stage 1 and Key Stage 2 to ensure age-appropriate delivery of topics.

Our curriculum goes beyond academic achievement to foster personal development, emotional wellbeing, and physical health. At West Denton Primary School (WDPS), we recognise the vital role that PSHE including Relationships Education plays in supporting pupils' personal development, wellbeing and safeguarding. We are committed to providing high-quality, inclusive education that equips children with the key building blocks for healthy, respectful relationships, including friendships, family relationships, and online interactions. This sits alongside teaching pupils how to maintain good physical and mental health, develop emotional wellbeing, and make informed and safe choices. Teaching how to build resilience by developing emotional literacy, problem solving skills and vocabulary to navigate challenges both on and offline. The curriculum supports pupils in developing an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Our **PSHE and Relationship, Sex, and Health Education (RSHE)** curriculum is delivered weekly through the **1decision platform**, providing a comprehensive, fully compliant, and spiralled approach from **Early Years Foundation Stage (EYFS) through to Year 6**.

Curriculum Overview:

West Denton Primary School

PSHE Overview

YEAR B

	Autumn		Spring		Summer	
EYFS	In Early Years, PSHE comes under the Personal, Social, Emotional development area of learning. Throughout early years, children will learn to: develop strong relationships with peers and familiar adults, make friends, play co-operatively, resolve conflict, understand their own feelings, begin to manage their emotions, recognise how others are feeling, develop a positive sense of self and understand that they belong to a community school and family, persist when they face challenges, celebrate their own achievements, look after their own personal needs, recognise healthy choices, take care of their oral health and make links to different careers through role-play.					
KS1	**Keeping Safe and Healthy** Baseline, tying shoe laces, healthy eating and brushing teeth **Links** to Science	**Relationships** Baseline, bullying and body language	**Being Responsible** Baseline, practice makes perfect and helping someone in need	**Feelings and Emotions** Baseline, worry and anger	**Computer and Fire Safety** Baseline, image sharing, documentary, petty arson, texting while driving **Links** to Computing	**Our World** Baseline, living in our world and working in our world
LKS2	**Keeping Safe and Healthy** Leaning out of windows **Being Responsible** Stealing	**Feelings and Emotions** Grief	**Keeping Safe and Healthy** Medicine **Relationships** Touch	**Computer Safety** Making friends online **Links** to Computing	**Hazard Watch** Baseline and hazard watch **Our World** Looking after our world **Links** to Geography	**Fire Safety** Fire station
UKS2	**Keeping Safe and Healthy** Peer pressure **Being Responsible** Looking out for others **Links** to PE	**Feelings and Emotions** Anger	**Keeping Safe and Healthy** Smoking **Changing and Growing** Puberty **Links** to Science	**Computer Safety** Image sharing **First Aid** **Links** to Computing	**A World without Judgment** Inclusion and acceptance	**The Working World** Enterprise **First Aid**

West Denton Primary School

PSHE Overview

Long Term Plan – 2 Year Cycle

YEAR A

	Autumn		Spring		Summer	
EYFS	In Early Years, PSHE comes under the Personal, Social, Emotional development area of learning. Throughout early years, children will learn to: develop strong relationships with peers and familiar adults, make friends, play co-operatively, resolve conflict, understand their own feelings, begin to manage their emotions, recognise how others are feeling, develop a positive sense of self and understand that they belong to a community school and family, persist when they face challenges, celebrate their own achievements, look after their own personal needs, recognise healthy choices, take care of their oral health and make links to different careers through role-play.					
KS1	**Keeping Safe and Healthy** Road safety and keeping clean	**Relationships** Friendships	**Being Responsible** Environment and water spillage **Links** to Geography and Science	**Feelings and Emotions** Jealousy	**Computer and Fire Safety** Online bullying and hoax calling **Links** to Computing	**Our World** Growing in our world
LKS2	**Keeping Safe and Healthy** Baseline and cycle safety **Being Responsible** Coming home on time **Links** to PE	**Feelings and Emotions** Jealousy	**Keeping Safe and Healthy** Baseline and healthy living **Changing and Growing** Baseline and appropriate touch	**Computer Safety** Online bullying **Links** to Computing	**First Aid** Baseline and first aid **A World without Judgment** Breaking down barriers	**The Working World** Chores at home
UKS2	**Keeping Safe and Healthy** Water safety **Being Responsible** Stealing **Links** to PE	**Feelings and Emotions** Worry	**Keeping Safe and Healthy** Alcohol	**Changing and Growing** Conception **Computer Safety** Making friends online **Links** to Computing	**Computer Safety** In app purchases **First Aid** **Links** to Computing	**The Working World** **A World without Judgment** British Values

Key Elements of Delivery:

- **Structured Framework:** The curriculum is systematically delivered across **nine core learning areas**—including *Keeping Safe*, *Keeping Healthy*, *Relationships/Growing and Changing*, and *Computer Safety*—ensuring complete alignment with statutory DfE guidance.
- **Interactive Decision-Making:** At the heart of our weekly classroom delivery are 1decision's custom interactive videos. These unique social stories feature alternate endings. They empower pupils to navigate real-world scenarios, trial choices, and safely observe consequences in a supportive classroom environment.
- **Cross-Curricular Enrichment:** In addition to dedicated, explicit lesson slots, elements of the 1decision themes are reinforced implicitly through **assemblies, circle time, online safety sessions, computing, and themed national initiatives** (e.g., Anti-Bullying Week, Mental Health Week). As well as Pol-ed materials
- **Assessment & Recording:** Teachers track learning progression through integrated baseline and summative assessments. Evidence of student discussion, problem-solving, and critical thinking is recorded via individual 1decision student worksheets which children can take home to encourage positive interactions at home. As well as phase **PSHE floor books**. PSHE education is assessed formatively through observation, discussion, pupil voice and learning activities rather than through formal testing.

Our RSE programme will be taught through PSHE lessons with discussion and interactive activities. Lessons will be taught considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of the curriculum, teachers will respond in an **appropriate manner** so they are fully informed and don't seek answers online. Primary sex education will focus on preparing pupils for the changes that adolescence brings. Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Teaching will reflect the diversity of modern British society, including different family structures. Pupils will learn that families may differ and that all families should be treated with respect.

Delivery of Relationships Education, Relationships and Sex Education

Relationships Education is primarily delivered through the Personal, Social, Health and Economic (PSHE) education curriculum using the 1Decision programme and resources. Biological aspects of Relationships and Sex Education are taught within the Science curriculum, while themes relating to values, respect and beliefs may also be explored through Religious Education (RE).

Relationships Education focuses on developing pupils' understanding of:

- families and caring relationships;
- friendships and positive social interaction;
- safe and respectful relationships;
- online safety and digital wellbeing;

- respecting ourselves and others; and
- recognising and responding to risks appropriately.

Teaching is delivered in an age-appropriate, inclusive and sensitive manner, ensuring pupils are provided with accurate information within a safe and supportive environment.

Our year 5 and 6 content

1. Statutory Health Education: Growing & Changing (Puberty)

Under the statutory "Changing Adolescent Body" strand, we follow 1decision which provides structured progression to prepare children emotionally and physically before puberty begins. This is in line with the science curriculum, **Parents cannot withdraw children from these lessons**.

- Identifying the physical and emotional changes that puberty and growing up bring.
- Explaining what puberty means and describing the specific changes boys and girls experience.
- Understanding *why* the body changes and developing personal coping strategies.
- Menstrual wellbeing, hygiene, and identifying trusted people or resources that can offer support.
- Understanding the human life cycle.
- Evaluating personal health risks and making positive, informed lifestyle decisions.
- Building deep emotional literacy around peer influence and body image.

2. Statutory Relationships Education

This content centres on safe, respectful, and healthy social boundaries. 1decision uses interactive videos with alternative endings to allow children to safely navigate real-world scenarios.

- Responding to external influences that affect relationship choices, recognizing pressure, and respecting personal space.
- Evaluating relationships and making respectful choices, understanding online safety, identifying digital risks, and addressing bullying or stereotypes.

If additional non statutory RSE teaching is required, and this will be judged on a cohort by cohort basis taking into consideration the needs and maturity of the children. The curriculum will be supported with resources from Medway primary PSHE resources that

have been written with the PSHE association and 1Decision. **Parents will be informed in writing in advance and have the right to withdraw their child**. (See Parents right to withdraw section).

3. Non-Statutory Sex Education (Human Reproduction)

While the biological aspects of the human life cycle are compulsory under National Curriculum Science, the actual mechanics of conception are taught via RSE and are **non-statutory**.

When teaching non-statutory lessons the Medway Primary Resource, will explicitly cover

Lesson	Learning objective	Intended Learning outcomes
Puberty: change and becoming independent	about managing change - new roles and responsibilities as we grow up	• describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Positive and healthy relationships	• about what constitutes a positive, healthy relationship • that relationships can change over time	• describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities

How babies are made	• about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows)	• identify the links between love, committed relationships / marriage and conception • explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults • explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

At WDPS, all teaching of Relationships and Sex Education promotes respect, equality and inclusion for all pupils, regardless of gender, nationality, ethnicity, cultural

The school nurse may provide support and guidance to staff delivering RSE.

Monitoring of Relationships Education/RSE delivery will take place through planning scrutiny, learning walks and evidence collected within floor books and digital records. Pupils' understanding and development in Relationships Education/RSE will be assessed informally through teacher observation, pupil self-assessment and monitoring of behaviour and engagement.

Progress and achievement within PSHE, including RSE, will be shared with parents and carers through end-of-year reports and, where appropriate, during parent consultation meetings.

Safe and effective practice

We will ensure a safe learning environment by establishing a safe learning environment that helps pupils to feel comfortable about sharing their thoughts, feelings and concerns. Pupils will be involved in formulating ground rules which include respecting what others say, not asking personal questions or putting people on the spot. All teachers are to have a copy of Preparing to teach relationships and sex education (Appendix B), which outlines how to create a safe learning environment.

Safeguarding

Staff recognise that PSHE and RSE lessons may lead pupils to disclose safeguarding concerns. Teachers will never promise confidentiality and will follow the procedures outlined within the school's Safeguarding and Child Protection Policy. Any concerns about a pupil's safety or welfare will be reported immediately to the Designated Safeguarding Lead and recorded in accordance with school procedures.

Pupils will be made aware that complete confidentiality cannot be guaranteed when safeguarding concerns arise. Staff will explain the boundaries of confidentiality before teaching sensitive content.

Parents rights to withdraw their child

Parents and pupils should feel assured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship education within the PSHE framework. Parents will be informed before any non-statutory sex education content is taught. Parents will have the right to withdraw their own child from the non-statutory sex education lessons, (see appendix for A). The relationship and the puberty lessons are compulsory.

Roles and responsibilities

The governing board will work in partnership with the school to review and approve this. The Head Teacher is responsible for the implementation of the policy and the overall delivery of PSHE including Relationships Education across the school.

Pupils are expected to engage fully in all PSHE lessons and to treat others with respect and sensitivity during discussions. Governors will receive regular updates regarding implementation and effectiveness through monitoring reports and curriculum reviews.

Parents

This policy has been developed in consultation with staff, governors, parents and carers. The school will continue to engage with parents through curriculum information sessions, published resources and opportunities for feedback.

The head teacher is responsible for ensuring that Relationships Education, Relationships and Sex Education RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. Upper Key Stage 2 class teachers are responsible for delivering any RSE in a responsible way, responding to the needs of individual pupils. Also responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher. <u>All teaching staff</u> are responsible for leading the learning about relationships.

Policy links which can be accessed on our school website

This policy does not operate in isolation. It is part of a whole-school approach to safety, well-being, and personal development. To ensure a consistent approach across West Denton Primary School, this policy should be read alongside the following policies which can be found on our school website in the key information section, polices. For One trust policies follow the One Trust link.

- **One Trust Safeguarding and Child Protection Policy:** PSHE and RSE play a vital role in safeguarding. This curriculum teaches pupils to recognise boundaries, understand privacy, identify safe/unsafe situations, and know how to report abuse or seek help.
- **Online Safety Policy:** This policy links directly to our RSE and Health Education curriculum, which covers digital literacy, online scams, data privacy, social media safety, and the rules regarding age-restricted content
- **Positive Behaviour Culture Policy:** Our curriculum actively reinforces expectations for pupil conduct by teaching the values of respect, healthy friendships, conflict resolution, and the unacceptability of bullying or harassment.
- **Anti-Bullying policy** PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- **One Trust Equality and Diversity Policy / Accessibility Plan:** We ensure our PSHE and RSE curriculum is fully inclusive and accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), meeting our duties under the Equality Act 2010. Teaching will be adapted through appropriate scaffolding, visual supports, pre-teaching of vocabulary, adapted resources and additional adult support where required.

APPENDIX A

Date

Dear Parent/Carer

As part of the school's Personal, Social and Health Education programme, your child will soon receive a unit of lessons on relationships, sexual health and personal safety.

The purpose of the upcoming unit is to provide knowledge and understanding of safe and healthy relationships based on love and respect. This is to encourage the eventual development of safe and healthy relationships in later life. The unit will develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

Parents can withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum. If you wish to withdraw your child from the lessons on sexual health and safe relationships, would you please return to me the-opt out slip below before the programme starts. Class teachers will begin the programme during the week beginning …

You are welcome to contact me to discuss the programme further.

Yours sincerely,

Class Teacher

……

I would like to opt my child out of the sexual health and safe relationships lessons.

…… ……

Name of child Signature of parent

APPENDIX B

Guidelines/Implementation for teaching Sex and Relationship education
Class teachers, the school nurse, or any outside visitor.

Preparing to teach relationships and sex education

CREATING A SAFE LEARNING ENVIRONMENT

Time should be set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion (see the Ground Rules section below)
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (see the 'Ask-it Basket' section below)
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers should ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely — helping every pupil to feel valued and included in the classroom. It is good practice for these sessions to be taught in mixed-gender classes, and all pupils should learn about the changes of puberty in both males and females — recognising in an age-appropriate way that sex and gender are not binary. As with any other lessons, positive behaviour management strategies should be employed throughout, however it may be useful to discuss how pupils might feel during the lessons before you start. Identify that these feelings might include embarrassment, or they may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

GROUND RULES

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

ASK-IT BASKET

An 'Ask-it Basket' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. Introduce the Ask-it Basket either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of the Ask-it Basket should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others—see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Tip: To ensure that pupils do not feel self-conscious about being seen to be asking a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.