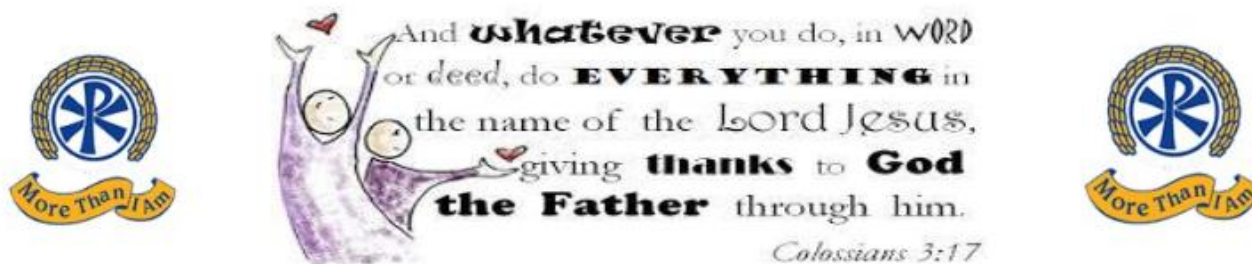


PSHE EDUCATION POLICY

Including Relationships and Sex Education (RSE)



Our Christian Vision Mission Statement

We are a loving, caring, distinctively Christian family, providing an excellent education in a safe, happy environment, where every individual is valued as a child of God.

Policy Adopted by the Governing Body: June 2026

Policy Review Date (Annually or sooner if Guidance Changes): June 2027

Person(s) responsible for implementation & monitoring: Mrs Panther PSHE Leader

Curriculum Statement of Intent:

Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life.

Overview/Introduction:

The purpose of this policy is to provide outstanding PSHE education in a safe place where everyone is valued for being a child of God. In PSHE we want the children to recognise that they are learning 'what it's like to be me'. This policy outlines a cohesive approach to ensure that our delivery of PSHE provides opportunities for **all** pupils to learn, achieve and flourish as part of our Christian family. Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life.

In our school RSE/PSHE is at the heart of safeguarding and preparing pupils for life. It is in-line with the 2025 guidance which is due for implementation by September 2026.

Subject Content

Explain that RSE is taught within the subject of PSHE within the school and this is taught in line with the statutory guidance.

'PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society' (PSHE Association, 2024)

As part of PSHE, the statutory elements of relationships and health education are included within the curriculum content.

(See appendices for our curriculum overview.)

- **Relationships Education:** friendships, families, respect, consent, online safety.
- **Health education:** Physical health, mental health, dental health, healthy diets, puberty, vaccinations. This content sits under health education which is statutory and therefore cannot be withdrawn from.
- **Sex Education:**

Our school has chosen to teach sex education (human reproduction and birth) beyond what is in the statutory requirements for Science. There is transparency in what is taught and that parents can view materials and have access to these should they wish to by arranging an opportunity to visit and discuss with the PSHE Leader.

Sex Education within Health Education Y6: (Right to withdraw your child)

Growing and changing: Human reproduction and birth.

- Identify the links between love, committed relationships and conception.
- What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.
- How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.

That pregnancy can be prevented with contraception.

Statutory Science Education (No right to withdraw your child)

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

Parents have the statutory right to withdraw their children from **Sex Education** lessons and parents wishing to exercise this right are asked to make an appointment with the Headteacher to discuss their child being excused from these lessons. Alternative statutory PSHE provision will be offered during withdrawn sessions.

How the subject is taught:

Teaching is progressive and builds on prior knowledge so that the content is age appropriate and building knowledge progressively. Our PSHE Education provision is mapped and planned effectively to ensure we are meeting all the statutory objectives and needs of our children and school community. Our PSHE Education provision is further enriched by linking PSHE Education to our RE, Gospel Values and Christian vision.

(See appendices for our curriculum overview.)

Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach, particularly when more sensitive topics are beginning.

Who is responsible for teaching PSHE?

Class teachers and/or PSHE Leader are responsible for the teaching of PSHE in our

school. If this cannot be facilitated a familiar adult to the children is made responsible for the teaching of PSHE, under the supervision of the PSHE Leader. There is a Staff agreement on methods of deliver using resources recommended by the PSHE Association and LA PSHE Advisor. Staff are supported and trained by the PSHE Leader, who attends regular network meetings with the LA PSHE Advisor.

Use of external Visitors:

Our curriculum content may be supplemented and enhanced using external visitors and providers, who are checked by school, and have had the relevant safeguarding procedures shared with them. There will be a member of school staff present at these deliveries. They have been chosen to benefit the learning of the children, and they suit the needs of the children within school. The use of visitors and external agencies is organised by the PSHE Leader.

We use external contributors in the following circumstances:

Eg. NSPCC, BSYW, Bikeability, RNLI, Network Rail, Dental Nurse, School Nurse, PCSO, Fylde Food Bank.

At times, when themed weeks or specific events are planned it means that visitors not listed here may be invited when they would further complement the curriculum; therefore, this is not an exhaustive list. When an additional PSHE visitor is invited, parents will be informed, and the session content will be checked before delivery, as with the visitors listed above.

<https://pshe-association.org.uk/guidance/ks1-5/selecting-and-working-with-visitors-and-speakers>

Responsibilities:

The PSHE Leader answers questions in line with the policy, following safeguarding procedures and monitors the use of approved lesson content and resources.

PSHE is reported to parents and carers in Termly Interim Pupil Reports.

PSHE is reported to Governors in termly Curriculum Committee Meetings and Head Teacher's Report.

The contribution of visitors and external agencies to PSHE Education is monitored and evaluated via discussions, feedback and observations given to or directly experienced by the PSHE Leader. This includes pre visit and post visit dialogue linked to the Key Learning criteria. External visitors: responsible for ensuring that they are familiar with this policy, adhere to the sessions and content that has been pre-approved, are aware of the safeguarding procedures.

During planned PSHE lessons, time is given to the pupils, to evaluate curriculum content as well as during Pupil Conferencing sessions with PSHE Ambassadors.

Named staff and Governors in our school directly responsible for PSHE are:

Head teacher: Mrs Panther

PSHE Leader: Mrs Panther

Curriculum Lead and Deputy Headteacher: Mrs Thompson

Mental Health Leader: Mrs Thompson

PSHE Governor: Mr Nulty

Safeguarding Governor: Mrs Towers

Online Safety Governor: Reverend Jono

Monitoring of PSHE:

The quality of teaching and learning in PSHE Education is monitored by the Headteacher, PSHE Leader, Curriculum Leader, LA Advisor and Governors. This will be carried out via Learning Walks, Pupil Conferencing, Book Looks, staff discussions and training focusing on best practice and questionnaires.

The content of PSHE Education is monitored by the PSHE lead via PSHE staff Meetings, Book Monitoring, Pupil Conferencing and questionnaires as part of the 'Monitoring Cycle'.

How will we involve and consult pupils?

Pupils have been involved through pupil interviews and classroom questionnaires. Pupils' views on what is being taught and how, helps to inform the curriculum, by enabling teachers to plan lessons which meet the children's specific needs. The PSHE Ambassadors are used to gather views and impact of PSHE teaching and learning. At the start of the year KS2 class teachers carry out a 'Gathering Pupil's Views' lesson in KS2 based on the PSHE Association lesson model to ensure they can meet the needs of their class during the coming academic year.

<https://pshe-association.org.uk/guidance/gather-pupils-views>

Pupils have opportunities to review and reflect on their learning during lessons through Confidence Trackers and different activities, as teachers incorporate assessment for learning and opportunities for pupils to reflect on what the learning means for their own lives.

Accessibility for All Pupils:

We recognise the right for all pupils to have access to PSHE Education, which meets

their needs. We ensure all pupils have access to PSHE Education, through our PSHE curriculum as it positively supports the school's policy for inclusion. Our PSHE curriculum provides opportunities for all pupils to excel. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring PSHE education is accessible to every pupil. Teaching takes into account the ability, age, development, cultural background, and those with English as a second language, to ensure that all can fully access the PSHE Education curriculum. We use PSHE Education as a vehicle to address diversity issues and to ensure equality for all by ensuring our children and staff celebrate differences and use this as an opportunity to educate.

Inclusive approaches for all children with vulnerabilities and barriers to learning are identified and supported as needed.

For example, children who are:

- *young carers*
- *have experienced ACES*
- *bereaved*
- *armed forces children*
- *looked after children*
- *vulnerable*

Pupils with SEND are supported to access PSHE through carefully planned adaptations that reflect their individual needs. These may include simplified or enlarged resources, visual prompts, social stories, pre-teaching of key vocabulary, additional processing time, sensory breaks, alternative ways to record learning and the use of assistive technology where appropriate. Teachers use flexible grouping, scaffolded questioning and additional adult support to help pupils take part in discussions and activities safely and confidently. Where topics may be sensitive or challenging, staff work closely with the SENCO, parents and carers, and other relevant professionals to ensure content is delivered in a developmentally appropriate way while maintaining high expectations for all pupils.

Parental Access to Curriculum Materials and PSHE Information:

We view the partnership of home and school as vital in providing the context for which the children live out their PSHE education. We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role. We are committed to working with parents and carers.

We offer support by signposting them to outside agencies and working with our SENCO.

We communicate with parents and carers about our PSHE Curriculum via Class DoJo and the school website.

We offer a monthly Safeguarding Newsletter and opportunity to discuss the issues covered in the newsletter.

We encourage discussion of topics at home by updating parents on Class Dojo about PSHE related themes we are learning in school.

PSHE is discussed at Parents' Evening and consultations are held when updating and reviewing policies.

Parents and carers are informed about and consulted on the policy through Class Dojo, school website. Parents are invited to view resources in person by making an appointment to see the class teacher/PSHE Leader and signposted to websites where examples of the resources can be viewed.

Parents are pointed in the direction of DFE Guidance via the following website link:
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Answering Questions:

Our school seeks to ensure all members of staff are role models for positive, safe interpersonal relationships by showing respect and modelling appropriate behaviour in lessons and around school.

We will use distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas. We will answer pupils' questions honestly and accurately within an agreed, developmentally appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully using the correct and appropriate terminology. This may mean correcting pupils using the anatomically correct names for body parts and saying these are the 'doctors' words' for them should it be necessary.

Answering Difficult Questions:

Depending on the question, the member of staff delivering the lesson or the visitor

may need to refer a difficult question to the PSHE Leader/Headteacher for advice.

Things that will be considered:

- Does the question fall within the school's agreed PSHE scheme of what will be answered in class, and can it be followed up in the next lesson?
- Are there any safeguarding issues to be taken into consideration? The decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
- Does there need to be a safeguarding response and DSL alerted?

Policy Development and Review:

State who contributed to the policy (e.g., staff, governors, parents, pupils).

Identify who approves it (e.g., governing body).

Set review cycle (e.g., every 2 years or sooner if guidance changes).

Consultation has taken place:	Staff	Governors	Pupils	Families
	Date: June 2026	Date: June 2026	Date:	Date:

Appendices:

Statutory guidance references:

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

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

DFE Parental Engagement on Relationships Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884450/Parental_engagement_on_relationships_education.pdf

Curriculum overview:

(Medlar with Wesham C of E School Academic Year Group Overview to be added once PSHE Passport is finalised September 2026)

By the end of primary:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a

friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and

adults; including that it is not always right to keep secrets if they relate to being safe

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Primary health and wellbeing: content to be covered by the end of Primary:

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can

help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.