



Personal, Social, Health and Economic (PSHE) Education, including Relationships and Sex Education

<u>Document details:</u>	
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Introduction

This policy explains how Blakeley Heath Primary School teaches Personal, Social, Health and Economic (PSHE) education. It also includes Relationships Education, Relationships and Sex Education and Health Education (RSHE) which all schools must teach.

This policy has been written using information from the Department for Education's (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2025) and other relevant guidance document and statutory requirements.

Since 2019, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations made under sections 34 and 35 of the Children and Social Work Act 2017, says that by law all schools must teach children about relationships and health.

PSHE helps us keep children safe. It also helps prepare them for life as they grow up. We teach PSHE in a way that suits the age and stage of our pupils.

With the support of the Pan-Staffordshire PSHE Education Service we have created this policy to show what and how we teach in PSHE and why it is important.

What is PSHE?

PSHE is the curriculum subject designed to help children and young people stay healthy, safe and prepared for life and work. There are part of PSHE that the school has to teach, this is outlined in the RSHE guidance, and children and young people learn, in an age-appropriate way to:

- Recognise and manage their feelings
- Build healthy friendships
- Stay safe online and in their communities
- Make positive choices
- Look after their body and mind
- Respect other people
- Describe parts of the body and how it changes

Other elements are not statutory, but we believe are important for children to learn about, this includes content such as economic wellbeing and career-related learning.

PSHE education helps children to feel confident, solve problems and know what to do if something worries them. It teaches them to make safe, kind and sensible choices as they grown up.

Why is PSHE Important?

Our PSHE programme also link to our school values of Teamwork, Everyone is valued, Aim high, Make a difference, Believe in yourself and Honest and integrity.

Teamwork is promoted through collaborative learning, communication skills, healthy relationships, and respect for others.

Everyone is Valued is reflected in lessons on diversity, inclusion, equality, protected characteristics, and respect for individual differences.

Aim High encourages pupils to develop aspirations, resilience, goal-setting skills, and informed career ambitions.

Make a Difference is supported through learning about citizenship, community involvement, social responsibility, and positive contributions to society.

Believe in Yourself is developed through activities that build self-esteem, confidence, emotional literacy, and decision-making skills.

Honesty and Integrity are embedded in discussions around ethical choices, online behaviour, healthy relationships, personal responsibility, and making safe decisions.

PSHE is a vital part of our curriculum because it supports pupils' personal, social, emotional, and physical development. It equips children and young people with the knowledge, skills, and attributes they need to stay safe, healthy, and prepared for life in modern Britain. PSHE helps pupils develop resilience, confidence, independence, and positive relationships, enabling them to thrive both in school and beyond.

How does PSHE link to KCSIE and promoting wellbeing in our school?

PSHE plays a key role in supporting the safeguarding principles outlined in *Keeping Children Safe in Education (KCSIE)*. Through age-appropriate learning, pupils develop an understanding of:

- Personal safety and risk management.
- Healthy and respectful relationships.
- Online safety and digital resilience.
- Mental health and emotional wellbeing.
- Recognising abuse, exploitation, and harmful behaviours.
- Knowing how and when to seek help from trusted adults.

By providing opportunities to discuss sensitive issues in a safe environment, PSHE promotes wellbeing, supports early intervention, and helps pupils develop the confidence to speak up about concerns.

How does PSHE link to British Values, SMSC and Personal Development?

PSHE makes a significant contribution to the promotion of **British Values**, **SMSC (Spiritual, Moral, Social and Cultural Development)**, and **Personal Development**.

- **British Values** are explored through democracy, individual liberty, mutual respect, tolerance, rights and responsibilities, and active citizenship.
- **Spiritual Development** is supported through self-reflection, understanding personal beliefs and values, and exploring identity.
- **Moral Development** is developed through discussions about right and wrong, ethical decision-making, and responsibility.
- **Social Development** is enhanced through relationship education, teamwork, communication, and community engagement.
- **Cultural Development** is fostered through celebrating diversity, understanding different cultures, and promoting inclusion.

Through these areas, PSHE supports pupils' wider personal development, preparing them to become confident, respectful, responsible, and active members of society who embody our school values in their daily lives.

We know parents and carers play an important role in teaching their children about relationships, growing up and keeping safe. We also know that some parents and carers may not feel confident talking about these topics. Our PSHE lessons help make sure all children get the information they need to stay safe and make healthy, positive choices

Curriculum Planning

We deliver a well-planned PSHE programme based on a spiral curriculum, where key themes are revisited and built upon over time. This approach ensures that pupils deepen their understanding and develop the skills they need to thrive both in school and beyond. Our curriculum is designed to:

- Provide our children with the knowledge, confidence and self-awareness to make informed, positive choices and decisions to keep themselves and others safe
- Develop knowledge and understanding of positive, healthy and respectful relationships
- Promote understanding and respect for a range of families, relationships, values, beliefs and faith perspectives
- Help our children reflect on and make sense of their personal and social experiences.
- Promote positive attitudes towards maintaining good physical and mental health through safe and healthy lifestyles.
- Foster respectful and caring relationships with others.
- Encourage and care for the environment.
- Support our children in understanding, managing and regulating their emotions, building resilience, and becoming independent, curious problem-solvers.
- Support our children to use the internet and digital technologies safely and responsibly
- Develop pupils understanding of reproduction and birth taught within the context of loving and caring relationships
- Ensure they know when, how and where to access appropriate support.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE education are critical to ensuring children and young people are effective learners

Our PSHE curriculum is based on the needs of the children in the school with clear learning outcomes appropriate to their age, development, ability and level of maturity. PSHE will be firmly embedded within our broader curriculum, including science, computing, maths, PE and through different texts in addition to more focused learning in PSHE sessions, collective worship and assemblies.

The DfE has set out guiding principles for effective RSE delivery. These principles are utilised to inform our programme., These principles are reflected throughout this policy:

- Engagement with pupils
- Engagement and transparency with parents/carers
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participatory education
- Whole school approach

Pupil Voice and a Need-Led Curriculum

Listening to the voices of our children is an important part of our PSHE programme. We provide opportunities for pupils to share their views and experiences of PSHE through class discussions, feedback activities, pupil surveys and school council. Our children are encouraged to share their views and these are listened to, valued and respected.

Information gathered from pupil voice, alongside other sources of data, including safeguarding, behaviour, local data and intelligence, is used to inform curriculum planning and teaching approaches. This helps ensure our PSHE curriculum is relevant and responsive to our local context and the needs of our children.

The Curriculum

PSHE is taught to every year group throughout the school, from Nursery to Year 6. In the Early Years Foundation Stage (EYFS) our children are taught PSHE through Personal, Social, Emotional Development (PSED), which sits outside of this policy. The curriculum is age-appropriate and progressive, building on the children's knowledge, and skills year on year. Our content and delivery supports children to develop a positive view of healthy relationships, being healthy and keeping safe. We work to objectives in each year group that support the outcomes outlines in the DfE's RSHE guidance.

Some elements of PSHE are delivered through the National Curriculum for Science:

- Year 2
 - Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
 - Describe the importance for humans of hygiene
- Year 5
 - Pupils should be taught to:
 - Describe the changes as humans develop to old age
 - describe the life process of reproduction in some plants and animals

Below is a list of topics covered by our PSHE programme in line with government guidance:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

As part of PSHE, children will be taught scientific names for genitals in an age-appropriate and sensitive way. The words we use are: vulva, vagina, penis, testicles, breasts, nipples, anus etc... You can see a full list these terms in our vocabulary document.

As outlined in the RSHE guidance, it is important that our curriculum is relevant and responsive to the needs of our children. Therefore the PSHE Lead (Miss Browne) constantly reviews the curriculum to ensure to address current safeguarding needs and trends in order to keep children safe. This may mean that we need to add content to the programme. Where this is the case, parents and carers will be informed in advance and be able to request access to the resource that will be used.

Resources

As with other subjects, the breadth of the PSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. These are provided through different quality-assured reputable sources. All resources are reviewed prior to teaching to ensure they are accurate, age-appropriate, and evidence-based.

Resources are selected collaboratively by both the PSHE Lead and class teachers. The PSHE Lead oversees the curriculum to ensure that resources are age-appropriate, inclusive, up to

date, and aligned with statutory guidance, school priorities, and safeguarding requirements. Teachers also contribute to resource selection, drawing on their knowledge of pupils' needs and interests to ensure lessons are engaging and relevant. This collaborative approach helps ensure consistency across the school while allowing flexibility to meet the needs of individual classes.

Parents/carers can view a selection of PSHE resources and are welcome to request to see specific resources being used in lessons. Requests can be made by arranging an appointment with their child's class teacher, who will be happy to discuss the curriculum content and share relevant materials.

Parents/carers can find further information about the PSHE curriculum through the termly PSHE overviews available on the school website. These overviews outline the key topics and learning themes being taught each term, enabling parents/carers to support and discuss learning at home.

We encourage engagement from parents and carers in our PSHE programme. If you would like to discuss any of the resources in more details please contact Miss Browne, by arranging an appointment with the office.

Sex Education

In addition to Relationships and Health education, we also cover sex education in Year 6. The content of sex education includes learning about conception as well as sexual consent. It is taught in an age and stage appropriate manner.

Parents and carers are able to withdraw their child from this learning if they choose to. See section Right To Withdraw for more information.

Teaching and Learning

We deliver our PSHE Curriculum through one-hour lessons per week class as well as assemblies and through cross-curricular opportunities.

PSHE is taught through a range of teaching methods including group and whole-class discussion, scenario cards, agony advice and other age-appropriate interactive and participatory activities.

We ensure our curriculum is a balance of knowledge, skills and attributes to enable children to make healthy, safe choices relevant to their lives incrementally.

We ensure that we follow an evidence-based framework of learning and teaching for PSHE – created for Blakeley Heath specifically using the DfE guidance, RSE curriculum and PSHE association resources, this ensures that we are in line with best practice and statutory requirements. Our staff follow this through their long, medium and short term PSHE planning. All teaching staff, including Early Career Teachers (ECTs) and new members are supported to meet this framework through a combination of clear curriculum guidance, training, and ongoing professional development. The PSHE Lead provides (and will continue

to provide) structured planning and schemes of work to ensure consistency across the school while allowing flexibility to meet the needs of individual classes.

Regular staff meetings and CPD opportunities are used to develop staff confidence and subject knowledge, particularly when addressing sensitive or complex topics such as relationships, safeguarding, and mental health. Staff also receive guidance on how PSHE links to safeguarding (KCSIE), British Values, SMSC, and personal development.

In addition, teachers are supported through access to up-to-date resources, modelling of good practice, and opportunities to share ideas and approaches. The PSHE Lead monitors delivery and provides ongoing support and feedback to ensure high-quality teaching and consistent implementation across the school.

The personal beliefs and attitudes of staff will not influence the teaching of PSHE. A balanced and non-judgmental approach will be taken. Staff delivering or contributing to PSHE will work to the agreed values within this policy.

Within PSHE children will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a range of teaching strategies will be used including:

- Establishing group agreements with pupils
- Using distancing techniques e.g. case studies, scenarios
- Responding to pupil's questions in an appropriate manner
- Using interactive and participatory teaching methods, with opportunities for discussion
- Opportunities for reflection

External Providers

Occasionally we utilise external providers to enhance our delivery of PSHE such as the NSPCC, Canal and River Trust, Safeside and more. All external provider deliver in line with our PSHE policy and safeguarding procedures and our Visitor Policy. Where an external provider is utilised, we will make sure that any materials used are appropriate, in line with our legal duties around political impartiality. Any resources delivered by an external provider will be made available for parents and carers before delivery.

Establishing a Safe Learning Environment

PSHE education covers a range of topics that are close to the real-life experiences, it is essential to establish a safe learning environment, where our children are not put at risk of emotional harm. We want our children to feel safe and participate in our PSHE lessons. To help every child take part, staff will make a group agreement with each class. This agreement explains how we treat each other with rights, responsibilities and respect. Everyone will agree to follow it.

The agreement will also explain the rules for asking questions.

Responding to Questions and Managing Disclosures

Staff are supported to handle 'tricky' questions through clear guidance, training, and a shared understanding of appropriate boundaries for PSHE discussions. Staff are encouraged to respond to pupils as openly and honestly as is age-appropriate, while ensuring responses are consistent with safeguarding guidance and school policy.

If a teacher does not know the answer to a question, they should not guess or provide inaccurate information. Instead, they should acknowledge this with the pupil and seek further advice before responding. If a question raises a potential safeguarding concern, staff must follow the school's safeguarding policy and procedures immediately and report the concern to the designated safeguarding lead (DSL) or a member of the safeguarding team.

Teachers can seek support and guidance from a range of sources before responding, including the PSHE Lead, senior leadership team (SLT), the designated safeguarding lead, and trusted professional resources such as the PSHE Association and approved PSHE teaching materials. This ensures that responses are accurate, appropriate, and consistent with whole-school safeguarding expectations.

As with any topic, pupils will ask questions during PSHE to further their understanding, it is important to us that our children feel able to ask questions and that our staff are confident in responding. We support children to ask questions, and recognise that some children may feel less comfortable to do so. Staff will therefore encourage pupils to ask questions during sessions. Due to the sensitive topics PSHE explores staff will employ strategies to ensure that the questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind children that questions are not to be personal but general. For example, asking about the staff member's own experiences, or directly naming themselves or other class members.

When children can write independently, they will be introduced to a question box in some lessons, where they can place their written question. This allows staff the opportunity to group questions into themes and filter any that might need to be answered on an individual basis, or in some cases, referred to parents and carers.

Due to the nature of PSHE education, pupils' learning may result in them making a disclosure. All staff will be mindful of their safeguarding role and will follow the school's safeguarding policy if a question raises concerns of this nature or if a disclosure is made. External providers are bound by our safeguarding and confidentiality policies and not their own.

Staff will use the following strategies to deal with unexpected questions:

- If a question is personal, the staff member will remind pupils of the rules set in the group agreement
- If the staff member does not know the answer to a question, the staff member will acknowledge this and will either research the question and provide an appropriate

answer later if related to the topic being taught and appropriate for the age group or will speak to the PSHE Lead.

- If the question is too explicit, outside set parameters (including if a child has been withdrawn from sex education), inappropriate in a whole class setting or raises safeguarding concerns the staff member will attend to it on an individual basis, this could include sharing the question for parents and carers to respond to.

Sometimes children may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE Lead as part of the evaluation and monitoring process.

Accessibility of the Curriculum

It is not our policy to withdraw children with special educational needs from any element of PSHE education to catch up on other national curriculum subjects; these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all children are enabled to develop key skills, knowledge and attributes developed through our PSHE curriculum,

Our staff are enabled to adapt the curriculum content to meet the needs of the children in the class and to adjust the learning content in order to meet the learning outcomes and needs of the group.

We ensure that the aspects of PSHE are inclusive and relevant to all our children. For example, all children learn about the physical and emotional changes that can happen during puberty. This approach helps to build empathy, understanding across the genders and reduces the risk of teasing or stigma.

We are required to comply with the requirements of the Equality Act 2010. As a school, we value diversity, encourage respect for all and promote the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

As a school we will deliver PSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect.

We also recognise and respect the diverse ethnic, religious and cultural backgrounds of our children, as well as the variety of family structures they may come from. Our teaching and resources reflect this diversity, promoting inclusion and helping all children feel seen, valued, and respected in Relationships Education.

Some of our children may also have parents/carers, family members and/or friends who identify as gay, lesbian, bi-sexual or transgender (LGBTQ+). Our PSHE education

acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps to create a safe environment for all pupils and staff.

Under the Equality Act, the Public Sector Equality Duty requires schools to eliminate discrimination and promote equality in all aspects of school life, including policies and the curriculum. Schools have a legal duty to actively challenge discrimination and foster an environment where diversity is respected and valued.

To meet this responsibility as a school, we must help our children to understand and appreciate differences, and encourage respectful relationships with others, regardless of background or identity.

For more information, please refer to our school's policies on safeguarding, anti-bullying, equality, diversity, and inclusion.

Staff Training

All staff delivering PSHE are skilled and confident to do so. We undertake regular staff PSHE training needs assessment to identify areas for development. We provide regular training and updates to staff around PSHE through INSET days and staff meetings. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

The PSHE lead attends regular network meetings, hosted by the Pan-Staffordshire PSHE Education Service to keep their knowledge and practice relevant and up-to-date.

Assessment

Assessing and evaluating activities can support curriculum design and adaptations to the PSHE curriculum to ensure it is relevant and engaging.

We use summative assessment activities to find out pupil's prior knowledge. This enables our staff to adapt/review and plan the subsequent lessons accordingly.

Assessment is an ongoing process.

Assessment for learning is used to identify pupils' prior knowledge, strengths, misconceptions, and gaps in learning. This information informs medium-term planning, ensuring learning is pitched appropriately and builds on what pupils already know and can do.

Assessment information is used to evaluate pupils' understanding and retention of key knowledge and skills. Teachers identify misconceptions, gaps in learning, and areas requiring further consolidation, adapting future planning and sequencing accordingly. This may include revisiting concepts, providing additional challenge, or adjusting teaching approaches to meet the needs of the class.

Findings are used to refine curriculum content, sequencing, and delivery. Staff adapt

planning and learning activities based on identified needs, share effective practice, implement targeted support where required, and make curriculum adjustments to ensure pupils continue to build knowledge and make progress, whilst still based on their lived experiences.

Assessment of our children is an important aspect of PSHE education, it is not about 'passing' or 'failing' or about behavioural outcomes. Assessment enables both staff and pupils.

Staff demonstrate high expectations by providing ambitious learning opportunities, promoting active participation and thoughtful discussion, encouraging pupils to reflect on and apply their learning, and ensuring all pupils are supported and challenged to make progress from their starting points.

Pupils' starting points are identified through baseline activities, class discussions, questioning, retrieval activities, and assessment for learning strategies that establish prior knowledge, understanding, and experiences relevant to the topic.

Learning and progression are captured through ongoing assessment for learning, observations, pupil discussions, class contributions, quizzes where appropriate, and evidence collected in class floor books for PSHE-specific lessons.

Feedback is primarily verbal and provided throughout lessons. Staff use questioning, discussion, and immediate feedback to address misconceptions, deepen understanding, celebrate achievement, and support pupils in making progress.

Pupils' progression is recorded through assessment information, teacher observations, outcomes from learning activities, and evidence gathered in class floor books for PSHE lessons. These records demonstrate the development of pupils' knowledge, understanding, skills, and attitudes over time.

Evaluation

Evaluating the PSHE curriculum is essential to ensure it is effective, inclusive and meeting the needs of all our children within the context of their community. Our evaluation is structured around the key areas of Intent, Implementation and Impact.

A range of activities to evaluate the curriculum are used including:

- Lesson observations
- Staff feedback
- Curriculum maps and planning documents
- Pupil Voice
- Behaviour and safeguarding data
- Parent/Carer feedback

Engaging Parents and Carers

We recognise that PSHE is strongest when there is communication and collaboration between school and home.

We recognise that parents and carers are the first teachers of their children and welcome their engagement with our PSHE programme. We believe it is important that parents and carers fully understand the purpose and content of our PSHE curriculum, which includes our RSHE curriculum. Open communication and opportunities to ask questions help build trust and confidence in our approach.

Examples of the resources we plan to use are available for parents and carers to view upon request and termly overviews will be shared on our website.

We encourage parents to view these resources so they can support their child's learning at home. It is important that RSHE delivered in school is explored in more detail within the context of individual families.

Any parents wanting more information about our PSHE curriculum can contact the school office.

Right to Withdraw

We will always try to work with parents and carers and listen to their views. Parents and carers can choose to take their child out of the sex education lessons in our programme, except for the parts that are taught in Science. There is no right to withdraw from any other element of the PSHE curriculum including Relationships Education or Health Education.

We have listed below the lessons that count as sex education. These are the only lessons you can withdraw your child from.

- Conception – Year 6
- Contraception – Year 6

If you want to withdraw your child from these lessons, please send a letter or email to the Headteacher. Children who are withdrawn will be given other suitable work to do.

Complementary Policies

This policy compliments the following policies:

- Safeguarding
- Equality Policy
- Computing and Online Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child on Child Abuse
- Special Educational Needs and Disabilities (SEND)

Creation, Consultation, Monitoring and Review of Policy

This policy was developed with support from the Pan-Staffordshire PSHE Education Service and in consultation with the whole school community.

In creating this policy, we have also considered the government's statutory guidance for RSE and Health Education (2025).

The RSE policy and curriculum will be reviewed June 2027 by the PSHE Lead and governors. The review will be informed by the following:

- Pupil and staff evaluation of the programme
- Teacher assessment
- Changes in legislation and guidance
- Parent/Carer feedback

More Information

If you would like to discuss our PSHE provision further, please contact the school office to arrange an appointment with Miss H Browne (PSHE/RSE lead) or a member of SLT.

Complaints about PSHE will be handled in line with the school complaints policy.