

Shoreham Beach Primary School



Personal, Social, Health Education & Relationship Education (PSHE/RSE) Policy

Revised: January 2026
Next Revision: January 2028

Contents

	Page
1. Introduction	2
2. Statutory Requirements & Development of the Policy	3
3. Definition	3
4. Relations Education	4
5. Health Education	6
6. Non Statutory Sex Education	10
7. Delivery	10
8. Roles & Responsibilities	10
9. Questions	11
10. Parents' Right to Withdraw	11
11. Curriculum	12
12. PSHE / RSE: Statement of Intent, Implementation and Impact	13

This is an updated draft policy revised to reflect the latest Department for Education (Dfe) statutory guidance (July 2025) for Relationships Education,

Relationships and Sex and Health Education (RSHE) in England. Changes and additions drawn from this new guidance are shown in **bold**.

1. Introduction

This policy covers our school's approach to PSHE/RSE Relationships, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

From the academic year 2020/21, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, it is compulsory for all primary schools to provide Relationships education.

Primary schools may choose to provide sex education other than that covered by the Science curriculum.

We acknowledge that, in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children.

As a result PSHE/RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language. **We will ensure that the curriculum also addresses new and emerging issues such as online harms, misogyny, digital sexual imagery and the impact of social media, in line with the latest statutory requirements.**

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

2. Statutory Requirements & Development of the Policy

This policy has been developed in consultation with staff and governors. The school has also made parents aware of the policy and invited questions.

This policy has been written in accordance with the statutory guidance document **Relationships Education, Relationships and Sex and Health Education (RSHE) in England. (Dfe updated July 2025.)**

The Department for Education guidance states that, by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

3. **Definition**

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

4. **Relationships Education**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Detailed content by year group remains as previously planned but will be reviewed in light of the new guidance and updated as required.

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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.
Caring friendships	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. • Information about online financial harms (such as gaming monetisation, scams, fraud), data privacy, use of location

	settings, deepfakes and AI influenced imagery, in line with updated guidance.
--	--------------------------------------------------------------------------------------

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About 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 e.g. family, school and/or other sources.

5. Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. It includes:

- Drugs, alcohol and tobacco
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health and prevention
- Basic first aid
- Changing adolescent body

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • Updated content includes awareness of the risks of vaping (nicotine and non-nicotine devices) and the role of peer pressure and digital marketing.
<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotion (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

	<ul style="list-style-type: none"> • Pupils will also learn age-appropriate strategies for building resilience, managing change, loss and bereavement, and navigating transitional events in their lives.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing 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 wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. • Addition content will include how to recognise sexual imagery, understand the implications of pornography, be aware of "incel"-type online influences and recognise manipulative digital content.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise 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, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content).

	<ul style="list-style-type: none"> • The principles of planning and preparing a range of healthy meals. • 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 or diet on health.)
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained change of the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation, and vaccination. • Additional focus: personal safety in a variety of environments (road, rail, water, fire), and understanding how to seek help for health and safety concerns.
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

6. Non-Statutory Sex Education

Although not statutory for primary beyond the science curriculum, the school will provide sex education beyond the science curriculum to help prepare pupils for the changes of adolescence. In line with the July 2025 guidance, the school will review and if appropriate, deliver sex education in Year 5/6 in a manner that is age appropriate, inclusive and evidence based. Parents are consulted in the development of the sex education curriculum, ensuring the content is age-appropriate and aligned with the school community's needs.

7. Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education, Physical Education (PE), **Science**, Computing and Religious Education (RE) and assemblies. **Teaching will also include active challenge to everyday sexism, misogyny, homophobia, stereotypes and discrimination and encourage positive male role models and consent-based behaviours. Opportunities for real-life applications are incorporated.**

8. Roles and Responsibilities

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

The headteacher is responsible for:

- Ensuring the PSHE/R(S)E is taught consistently across the school.
- **Ensuring that staff understand and are prepared to deliver the new content introduced in the July 2025 guidance.**
- **Reviewing and discussing requests from parents to withdraw their children from certain aspects of RSHE.**

The Relationships, Sex and Health Education Subject leader is responsible for:

- **Overseeing the delivery of the RSHE curriculum across all year groups.**

- Ensuring that the curriculum reflects the new statutory guidance from July 2025 and preparing school for full implementation by September 2026.
- Collaborating with other subject leaders to ensure the RSHE curriculum complements, but does not duplicate, content covered in other areas of the national curriculum.
- Ensure parents are fully informed about the RSHE policy and have an understanding of the content being taught.

Pupils are expected to engage fully in PSHE/R(S)E and when discussing issues, treat others with respect and sensitivity.

9. Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session.
- Pupil questions will be encouraged and opportunities to ask questions openly and in private, e.g. post it notes/question boxes will be provided.
- Clarity about the topics being taught will be shared with pupils.
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

10. Parents' Right to Withdraw

Parents **do not** have the right to withdraw their children from relationships education or the programme of study as part of the requirements for the Science curriculum as set out in the National Curriculum.

Parents do have the right to request that their child be withdrawn **from sex education beyond that covered in the science curriculum. The headteacher will review and discuss requests and ensure their views are understood. In line with updated guidance, schools must maintain transparency with parents about materials used and may not agree to contracts that restrict parents' access to RSHE materials.**

11. Curriculum

The PSHE/RSE curriculum used across the school has been taken from the PSHE Education framework (PSHE Association).

The RSE element of the curriculum has been based upon the framework from the Sex Education Forum and the National Children’s Bureau.

The frameworks adopted for the teaching of PSHE and RSE will ensure that there is coverage and progression.

As a curriculum area, we are aware that there will be a certain amount of repetition as the children seek to understand ideas and concepts at appropriate ages and experience.

Primary PSHE education | Long-term overview

Statutory RSE Statutory RSE Economic Wellbeing & Careers Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Respecting boundaries	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Me, my body and growing up	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Developing our AI literacy	Drug education: assessing risk and managing influences	Changes in puberty (and sex education)	Looking to the future

PSHE / RSE: Statement of Intent, Implementation and Impact:

Intent for PSHE / RSE: What we are trying to achieve with our PSHE / RSE curriculum.

- Personal Social Health Education (PSHE) including Relationships (Sex) Education (RSE) is at the heart of our school values and ethos and runs throughout all that we do.

- Our PSHE/ RSE curriculum aims to enable our children to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain.

We will:

- help pupils to aspire to be the best they can be, to have dreams for their future and know what is required to reach them.

- provide opportunities for our pupils to learn about rights and responsibilities and appreciate what it means to be a valuable member of an ever-changing diverse society. We will help them to understand and consider many of the moral, social and cultural issues that are part of growing up in Modern Britain.

- deepen our pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

- develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

- stimulate, challenge and nurture children's spiritual, moral, social and cultural curiosity.

- help pupils to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident so they are ready for the transition to Secondary school.

- help pupils to have a good understanding of themselves, to have empathy, an ability to work with others and to form and maintain positive relationships treating everyone equally with tolerance and respect.

- teach our pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

- teach our pupils about personal safety (online and off-line) and we will ensure pupils know where and how to get help if needed.

encourage all of our pupils to be the best version of themselves that they can be!

We will ensure that the curriculum also addresses new and emerging issues such as online harms, misogyny, digital sexual imagery and the impact of social media, in line with the latest statutory requirements.

Implementation: How do we deliver the PSHE / RSE curriculum?

- Personal Social Health Education (PSHE) including Relationships Sex Education (RSE) is at the heart of our school ethos and runs throughout all that we do.
- Pupils are taught regularly timetabled PSHE / RSE lessons
- Staff follow our whole school framework to plan their lessons.
- Lessons are adapted to meet the needs of each individual class / pupils and to deal with issues as they arise.
- Lessons are delivered in a way that ensures pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Assemblies, themed days, visits and visitors are used to support the teaching and are not used in place of it.
- We work in partnership with parents informing them about what their children are learning and when required, providing guidance towards resources that can be used at home.
- Lessons and school ethos;
 - promote safe, equal, caring and enjoyable relationships and we discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
 - give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
 - gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
 - includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
 - fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination.
 - meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities

Impact: What difference is the curriculum making to our pupils?

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being

- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem