



Priestsic Primary and Nursery School

PSHRE (Personal, Social, Health, Relationships and Economic Education) Policy

Including Relationships Education, Sex Education and Health Education

Statutory guidance effective from September 2026

Reviewed: September 2026 | Next review: September 2027

1. Rationale and Ethos

At Priestsic Primary and Nursery School, PSHRE is an important part of our curriculum and our whole-school approach to personal development, safeguarding, health and wellbeing. We use the Kapow Primary PSHRE scheme of work as the basis for our planned provision from the early years through to Year 6, adapting it where necessary to meet the needs of our pupils, our school community and local context.

Relationships Education and Health Education are statutory in primary schools. Sex education is not compulsory in primary schools; however, the Department for Education (DfE) recommends that primary schools teach appropriate sex education in Years 5 and/or 6, alongside the statutory Science curriculum content on human development, puberty, reproduction, conception and birth. Where Priestsic teaches sex education beyond the statutory Science curriculum, this is clearly identified to parents and is subject to the parental right to request withdrawal.

Our PSHRE curriculum aims to help pupils develop the knowledge, vocabulary, skills, attitudes and confidence they need to live healthy, safe, respectful and responsible lives. It supports pupils to develop positive relationships, understand boundaries, recognise risks, seek help, manage emotions and make informed choices. It contributes to pupils' spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life.

Our provision reflects Priestsic's values of kindness, respect, independence, resilience, self-belief and responsibility. We promote a culture in which every child is valued, listened to and treated with dignity. We teach in an inclusive, age- and stage-appropriate way, recognising and respecting different family structures, backgrounds, cultures, beliefs and experiences.

The school will comply with the Equality Act 2010 and the Public Sector Equality Duty. PSHRE will be taught in a way that does not discriminate against pupils or amount to harassment. Differences in family circumstances, disability, race, religion or belief, sex, sexual orientation and other protected characteristics will be approached sensitively and respectfully.

2. Statutory Framework and Guidance

This policy has been updated to reflect the revised Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, which came into effect on 1 September 2026. The school has regard to this statutory guidance when planning and delivering PSHRE.

The policy should be read alongside the relevant legislation and guidance, including:

- Education Act 1996 and Education Act 2002.
- Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and Public Sector Equality Duty.

- Keeping Children Safe in Education (KCSIE).
- Working Together to Safeguard Children.
- National Curriculum programmes of study, including Science, Computing and Citizenship where relevant.
- SEND Code of Practice: 0 to 25 years.
- Department for Education statutory guidance on Relationships Education, RSE and Health Education (July 2025, effective September 2026).

3. Policy Development, Consultation and Availability

This policy has been developed and reviewed with regard to the views and needs of the whole school community. Consultation may include staff, governors, parents/carers, pupils and appropriate external partners. Pupil voice is used to help ensure that the curriculum is relevant, engaging and responsive.

Parents/carers are proactively engaged when the policy is developed or reviewed. The school recognises the importance of explaining the purpose and benefits of PSHRE and providing parents/carers with clear information about what is taught and when.

The policy is published on the school website and is available from the school office.

4. Curriculum Intent and Key Principles

Our PSHRE curriculum is designed to:

- develop pupils' self-worth, self-respect, resilience, confidence and independence;
- help pupils form and maintain positive, caring and respectful relationships;
- teach pupils about healthy boundaries, privacy, consent and personal safety in an age-appropriate way;
- enable pupils to recognise risk, abuse, bullying, exploitation and harmful behaviour and know how to seek help;
- develop emotional literacy, communication, decision-making and conflict-resolution skills;
- support physical and mental health and wellbeing, including healthy lifestyles, sleep, nutrition, exercise and prevention;
- prepare pupils for changes as they grow, including puberty and adolescence;
- help pupils understand respectful behaviour online and offline and the risks associated with online content, contact and information sharing;
- promote equality, inclusion and respect for difference while challenging stereotypes, prejudice and discrimination;
- give pupils accurate, evidence-based information using language appropriate to their age, stage and needs;
- provide a carefully sequenced curriculum which revisits important knowledge and skills and prepares pupils for later learning.

5. The Kapow PSHRE Scheme

Priestsc Primary and Nursery School uses the Kapow Primary PSHRE scheme of work as the foundation for our PSHRE curriculum. Kapow's revised 2026/27 RSE & PSHE scheme has been developed to align with the revised DfE statutory guidance and provides progression from the early years to Year 6. It includes coverage of the statutory Relationships Education and Health Education requirements, together with appropriate additional PSHRE learning.

The school will use Kapow's curriculum plans, lesson resources, progression materials and statutory mapping to support consistent delivery. Teachers will adapt lessons, examples, vocabulary, scaffolds and activities where necessary to reflect pupils' developmental stage, SEND needs, safeguarding context and the needs of the school.

community. The use of Kapow does not remove the school's responsibility for ensuring that teaching and resources are appropriate, accurate, accessible and consistent with this policy.

Further information about units, curriculum plans and parent information is available through the school's PSHRE curriculum information and the Kapow Primary resources. Parents/carers may request to view curriculum materials used to teach PSHRE, subject to copyright requirements.

6. Curriculum Organisation and Delivery

PSHRE is taught through a planned and progressive programme which includes dedicated lessons, curriculum days or enrichment opportunities where appropriate, and links with other curriculum areas including Science, Computing, PE and RE. The statutory elements are embedded within the wider PSHRE curriculum rather than treated as isolated topics.

Teaching is age- and stage-appropriate and follows a carefully sequenced progression from EYFS to Year 6. Kapow's spiral approach enables important concepts to be revisited and developed as pupils mature.

Lessons may include discussion, stories and high-quality texts, scenarios, role play, paired and group work, quizzes, reflection, problem-solving and other participative approaches. Teachers establish clear ground rules and create a calm, respectful environment in which pupils can contribute without fear of embarrassment or judgement.

PSHRE is normally taught in mixed-ability groups. Where a particular safeguarding, developmental or pastoral need is identified, the school may use smaller groups or alternative arrangements. Any decision to separate pupils for a specific discussion will be carefully considered and will not stigmatise pupils.

7. Statutory Relationships Education

By the end of primary school, pupils will receive planned teaching covering the five statutory areas of Relationships Education:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Teaching will include positive and safe family relationships, a range of family structures, friendship skills, kindness, respect, boundaries, conflict resolution, self-respect, stereotypes, bullying, online relationships, privacy, personal information, appropriate and inappropriate contact, recognising abuse and knowing how and where to seek help.

The school will teach that all children have rights over their own bodies and personal information, that abuse is never the child's fault, and that children should continue to seek help until they are heard. Teaching will be preventative and protective without unnecessarily alarming pupils.

8. Health Education

Health Education is statutory in primary schools and is delivered through PSHRE, with appropriate links to Science and other areas of the curriculum. By the end of primary school, pupils will be taught about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco

- Health and prevention
- Basic first aid
- Changing adolescent body

The curriculum supports pupils to understand that mental wellbeing is part of everyday life, develop healthy habits, recognise when they or others may need help, understand basic first aid and prepare for physical and emotional changes during puberty.

9. Sex Education in Primary School

Sex education is not compulsory in primary schools. At Priestsic, any sex education taught beyond the statutory Science curriculum will be clearly identified within the PSHRE curriculum and communicated to parents/carers in advance.

The school will provide age-appropriate teaching that supports pupils to understand their developing bodies and relationships and prepares them for secondary education. Where human reproduction, conception or birth is taught as part of the National Curriculum Science programme, this is statutory and parents/carers cannot withdraw their child from that Science content.

The school will consult parents/carers about the content of sex education and provide information about the purpose and benefits of the teaching. Parents/carers will be offered appropriate support in discussing these topics with their children.

10. Parental Right to Request Withdrawal

Parents/carers have the right to request that their child is withdrawn from some or all sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education, Health Education or content forming part of the National Curriculum Science programme, including statutory teaching about puberty or sexual reproduction.

Before a withdrawal request is granted, the Headteacher will discuss the request with the parent/carer and, where appropriate, the pupil. This provides an opportunity to explain the nature and purpose of the teaching, the benefits of participation and any possible social or emotional impact of withdrawal. The discussion and outcome will be recorded.

Where a pupil is withdrawn from sex education, the school will provide appropriate, purposeful education during the period of withdrawal. The school will also explain how teachers will respond if a pupil asks questions about sex education from which they have been withdrawn or about content the school does not teach.

11. Openness with Parents and Access to Materials

Priestsic recognises that parents/carers are key partners in children's PSHRE education. The school will be transparent about what is taught and when. Parents/carers will be provided with information about the PSHRE curriculum and will be able to view curriculum materials used in lessons on request.

The school may provide representative materials through the website, parent information, meetings or other appropriate means. Where copyright applies, materials will be shared in accordance with the provider's terms and copyright law.

Parents/carers do not have a veto over statutory curriculum content. Where the school identifies a need to teach material outside the published policy in response to an emerging safeguarding or local issue, parents/carers will be informed in advance where practicable and relevant materials will be made available on request.

12. Inclusion, SEND and Accessibility

PSHRE is for every pupil. Teaching will be adapted so that pupils with SEND can access the curriculum and develop the knowledge and skills needed for life and adulthood. Teachers will consider communication needs, cognitive development, sensory needs, literacy, language, emotional needs and individual circumstances when planning lessons.

Appropriate visuals, vocabulary, repetition, modelling, pre-teaching, concrete examples, adult support, alternative recording methods and smaller-group teaching may be used. Staff will be mindful that some pupils with SEND may be more vulnerable to abuse, exploitation, bullying or harmful sexual behaviour and will ensure that protective education is accessible to them.

13. Equality, Diversity, Families, Religion and Belief

The school will teach about different family structures positively and respectfully, including single-parent families, same-sex parents, adoptive and foster families, kinship carers, families headed by grandparents and young carers. Pupils will learn that families can look different while providing love, care, security and support.

The curriculum will promote equality and respect and challenge stereotypes, prejudice, bullying and discriminatory language. Same-sex parents and other family arrangements may be included naturally when teaching about families and relationships.

The school will be sensitive to pupils' religious and cultural backgrounds. Faith perspectives may be taught where relevant and will be clearly identified as perspectives or beliefs. Teaching about law and factual information will remain accurate and objective.

Where teaching addresses biological sex, gender reassignment or related matters, the school will teach the relevant facts and law in an age-appropriate way, respect the dignity of every pupil and avoid endorsing contested views as fact. The school will not use teaching that reinforces harmful gender stereotypes or encourages pupils to question their gender.

14. Safeguarding, Confidentiality and Child Protection

PSHRE can provide opportunities for pupils to disclose worries or safeguarding concerns. All staff delivering PSHRE must be familiar with the school's safeguarding and child protection procedures and understand that confidentiality cannot be promised where a child may be at risk of harm.

If a pupil discloses abuse, neglect, exploitation or another safeguarding concern, or if a member of staff has a concern about a pupil's welfare, the concern must be acted upon immediately and referred to the Designated Safeguarding Lead (DSL) or Deputy DSL in line with the school's Child Protection Policy and KCSIE.

Staff will use appropriate professional boundaries and will only share information with those who need to know. Pupils will be taught how to report concerns about themselves or others and where they can seek help if they do not feel able to speak to a member of school staff.

External providers must be quality assured in advance. The school remains responsible for the content and delivery of any session provided by an external organisation. Materials, lesson plans and safeguarding arrangements will be checked before delivery, and visitors will be required to follow the school's safeguarding procedures.

15. Managing Questions and Sensitive Issues

Pupils are encouraged to ask questions, but teachers will use professional judgement about what is appropriate to answer in a whole-class setting. Questions will be answered factually, sensitively and in an age-appropriate manner.

A teacher may explain that a question is not part of the planned curriculum, offer an appropriate general response, or arrange for the question to be discussed with a trusted adult or parent/carer. Where a question raises a safeguarding concern, staff will follow safeguarding procedures.

The school will not use PSHRE lessons to promote personal political, religious or ideological views. Where topics involve differing beliefs or opinions, pupils will be supported to express their views respectfully and to understand the distinction between fact, law, belief and opinion.

16. Staff Training and Support

PSHRE can include sensitive and complex issues. Staff will be supported through appropriate CPD, curriculum guidance and access to Kapow's teacher guidance and resources. Training will address curriculum requirements, age-appropriate teaching, inclusive practice, safeguarding, managing questions and responding to disclosures.

Staff should seek advice from the PSHRE Lead, DSL or senior leaders when they are unsure how to respond to a sensitive question, disclosure or curriculum issue.

17. Roles and Responsibilities

The Headteacher has overall responsibility for ensuring that the policy is implemented and that the governing body is appropriately informed.

The PSHRE Lead is responsible for curriculum development, implementation, monitoring, evaluation, progression, staff support and liaison with governors, parents/carers and external agencies.

Teachers are responsible for delivering PSHRE consistently, using the agreed curriculum and resources, adapting teaching for pupils' needs, maintaining professional boundaries and following safeguarding procedures.

Governors are responsible for ensuring that the school meets its statutory duties, that the policy is reviewed, and that provision is appropriately monitored.

Parents/carers are encouraged to engage with the school, discuss learning with their children and raise questions or concerns through the appropriate channels.

18. Monitoring, Assessment and Evaluation

The effectiveness of PSHRE will be monitored through a combination of:

- lesson visits and learning walks;
- planning and curriculum reviews;
- pupil voice and pupil self-reflection;
- book/floor book or other appropriate evidence where used;
- teacher feedback and assessment of pupil understanding;
- parent/carer feedback where appropriate;
- monitoring of safeguarding, behaviour, attendance and pastoral information where relevant;
- review of curriculum coverage and progression against statutory requirements and Kapow mapping;
- governor monitoring and annual policy review.

Assessment will focus on pupils' developing knowledge, vocabulary, understanding and ability to apply skills rather than on personal disclosure or assessment of pupils' private experiences.

19. Links with Other Policies

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND and Inclusion Policies
- Equality and Diversity arrangements
- Science Curriculum / Policy
- Computing Policy
- Attendance and Pastoral Policies
- Mental Health and Wellbeing provision

20. Review

This policy will be reviewed annually by the governing body, or sooner where there are significant changes to statutory guidance, legislation, safeguarding requirements or the school's curriculum. The next scheduled review is September 2027.

21. Key References and Further Information

- Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance (revised guidance effective from September 2026).
- Department for Education – Keeping Children Safe in Education.
- Department for Education – Working Together to Safeguard Children.
- Equality Act 2010.
- SEND Code of Practice: 0 to 25 years.
- Kapow Primary – RSE & PSHE curriculum and statutory guidance mapping.
- Priestsic Primary and Nursery School Safeguarding and Child Protection Policy.