



Straits Primary School

Personal, Social, Health and Economic (PSHE) Education Policy

(including the school's approach to teaching Relationship, Health and Sex Education)

PSHE and The National Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the national curriculum.

PSHE is a non-statutory subject. Teachers are best placed to understand the needs of their pupils and the DfE believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, they expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: *drug education, financial education, relationships education, relationships and sex education (SRE), Health Education and the importance of physical activity and diet for a healthy lifestyle.*

Relationships Education, Relationships and Sex Education (RSE) and Health Education is an important part of PSHE education. Relationships and Health education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

In addition, The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Therefore, parents do not have the right to withdraw their child from Relationships or Health Education but for the parts of the primary curriculum which cover Relationships and Sex Education (RSE) parents have the right to request their child be excused from this aspect.

The focus of Relationships Education in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online.

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

Our Aims for teaching PSHE

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE curriculum should be the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Teaching about mental well-being is central to our approach to PSHE, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Our curriculum will give our pupils the knowledge and capability to take care of themselves and receive support if problems arise. Finally, our curriculum will support the wider work of the school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and

productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

Children should leave our school with:

- the knowledge and understanding of what constitutes, and the importance of, a healthy lifestyle;
- an understanding of how to keep themselves safe, including personal safety, first aid and online safety;
- an understanding of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults;
- an ability to collaborate with others: to take turns, to treat each other with kindness, consideration and respect and the importance of honesty and truthfulness;
- an understanding of personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- the ability to be responsible members of a school and wider community;
- the ability to be positive and active members of a democratic society, including a sense of justice;
- self-confidence and positive self-esteem, with the ability to make informed choices regarding personal and social issues;
- the skills to be able to think for themselves and make rational and informed decisions;
- character traits such as the belief they can achieve, to persevere with tasks, to work towards long-term rewards and continue despite setbacks;
- an understanding of positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

To meet these characteristics, the school will fulfil fundamental roles:

- ensure our PSHE curriculum is sequenced effectively and identifies a clear progression of skills;
- take an active role in developing staff skills through training opportunities and working alongside other professionals;
- provide a range of opportunities and experiences (workshops, trips, events, positions of responsibility) for all pupils;
- develop links within school and with our wider community;
- monitor and review the implementation of our PSHE curriculum and amend our provision in light of this.

Our PSHE Curriculum

Our PSHE curriculum is taught by the child's class teacher and is based on three core themes using Twinkl Life's PSHE and Citizenship scheme of work (Appendix 1). This approach provides a complete PSHE and well-being curriculum, including mental health and Relationships and Sex Education (RSE). For each unit, each year group is provided with a series of lessons focusing on a key aspect of our PSHE curriculum.

- **Health and wellbeing** - this concept involves an understanding of physical health and wellbeing, growing and changing and keeping safe.
- **Relationships** - this concept involves understanding families and friendships, safe relationships and respecting ourselves and others.
- **Living in the wider world** - this concept involves learning how to belong to a community, understanding media literacy, digital intelligence, money, and work.

Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association **Programme of Study** which is widely used by schools in England. The scheme of work also fulfils the requirements of 2025 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

In addition, we supplement the scheme with a number of appropriate resources from Pol-Ed, Dog, Duck and Cat Trust or the BBC. The DfE also provide links to a variety of resources targeted at young people that can complement teaching in the classroom and a list of some of the resources, which are available free-of-charge, can be found in Annex B of **Relationships Education, Relationships and Sex Education (RSE) and Health Education.**

As a school we also have access to the **PSHE Hub by Connex Academy.**

Teaching and Learning

We use a range of teaching and learning styles to deliver our PSHE curriculum and place an emphasis on including children in discussions, collaborative tasks, role-play and problem-solving activities. Depending on the theme of the lesson, organisation could be in several different ways:

- setting common tasks that are open-ended and can have a variety of results;
- supporting and challenging children through paired work, adult intervention or team participation;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources.

As PSHE deals with potentially sensitive subjects, it's essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence.

In order to establish a safe learning environment, we will be mindful of what information we provide and how we present it to the children:

- we will work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant;
- we will provide opportunities for children to ask questions anonymously, by using a Question Box or 'Ask it Basket', for example. This enables children to ask questions that concern them without having to do so in front of their peers;
- we will offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident;
- we will provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form);
- we will be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed;
- we will provide information to children about how they can get help and support both in school and outside, as appropriate;
- we will always work within the school's policies on safeguarding and confidentiality, in particular following up concerns in a more appropriate setting outside lessons;
- we will depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

We also offer children the opportunity to hear visiting speakers, such as health workers, the police, local councillors, Phase Trust and representatives from the local community, whom we invite into the school to talk about their role. Alongside our PSHE curriculum, we encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events or involvement in an activity to help other individuals or groups less fortunate than themselves.

Relationships and Sex Education (Primary)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools; however, to support the transition to secondary school, we will offer a sex education programme for our children in Year 6.

Sex education will be covered during the summer term, as part of the theme 'Growing Up', and will be tailored to the age and the physical and emotional maturity of the pupils (the units will be reviewed and

planned with the appropriate content and timing for the needs of each class). It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Year 4 and 5 children will have a general 'growing up' talk and a specific lesson focusing on changes and development during puberty, including (if appropriate) a session for girls on periods.

Year six children will have specific lessons focusing on reproduction:

- Growing up sessions - physical and emotional changes during puberty (building on content covered in Years 4 and 5).
- Puberty changes for Boys
- Puberty Changes for Girls (including periods)
- Healthy Relationships
- Reproduction - how babies are made - the meeting of the sperm and the egg.

These units will be delivered in collaboration with the school nurse and will be supported by the DfE links which can be found in Annex B of Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Boys and girls will participate in some of the lessons together but may be split up afterwards for separate follow-up discussion with the class teacher and School Nurse. We shall attempt to deal with questions in a sensitive, open and matter of fact way. Questions concerning LGBT, sexually transmitted diseases and contraception will be answered, factually, if raised.

Parent Consultation

To ensure parents know what will be taught and when, and be given every opportunity to understand the purpose and content of sex education, we will share the detailed content of what will be taught. This process will include a letter to parents, the opportunity to look at the resources used as well as offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the unit Growing Up. When a request is received, we will invite the parents into school to discuss this with both the class teacher and head teacher and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice will include the school staff discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Our role in supporting pupils is to work alongside their parents so that they are taught key facts about the menstrual cycle including what is an average period, the range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, we will also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Girls can start their periods as young as 8 years old, so it is strongly recommended that children learn about periods as appropriate.

Inclusion

We are committed to providing a teaching environment conducive to learning and where each child is valued and respected. The Equality Act (2010) requires schools to promote equality of opportunity for all pupils therefore we involve all children, whatever their ability, in PSHE. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility and where children are to

participate in activities outside the classroom, for example trips or workshops, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. PSHE and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration when teaching these subjects.

Our teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, parents' marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The religious background of all pupils must be taken into account when planning teaching, so that the topics are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Lesbian, Gay, Bisexual and Transgender (LGBT)

At Straits we know that talking about families requires sensitive and well-judged teaching based on our knowledge of our pupils and their circumstances. We will recognise and support that families of many forms provide a nurturing environment for children and can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We will ensure that there is no stigmatisation of children based on their home circumstances and needs and that we reflect sensitively that some children may have a different structure of support around them.

Discussions around LGBT will be addressed, where necessary, when delivering the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education outcomes that state that by the end of primary school pupils should know the information outlined below:

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Respectful, Kind relationships:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Working with parents/carers and the wider community

At Straits we recognise that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We will work closely with parents when planning and delivering our PSHE curriculum, sharing our intent and resources, publishing our curriculum via our website and inviting parents into school to discuss planned topics. We wish to ensure that our parents know what will be taught and when and be given every opportunity to understand the purpose and content of PSHE, Relationships and Health Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Monitoring and review

Monitoring and reviewing the implementation of our PSHE curriculum and amending our provision in light of this is the responsibility of the PSHE subject leader, supported by our Curriculum Lead. This in turn will be reported to, and discussed with, the Curriculum Committee. Monitoring will take place in line with the school's curriculum development calendar but will be an on-going and informative process designed to measure impact of any development work, identify strengths and areas for development in both the curriculum and teaching and learning approaches, identify staff training requirements and will include both staff and pupil voice. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This policy will be reviewed on an annual basis.

Signed by:

Chair of Curriculum Committee:

Date:

Head teacher:

Date:

Agreed at the Curriculum Committee Meeting on:

Appendix 1

EFYS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me Diwali (Rec)	Celebrations Chinese New Year Day	People Who Help Us Police Nurse (handwashing) Paramedic Veterinary nurse Road safety Fire fighters	Space	On the Farm Living Eggs (EYFS)	Wonderful world

Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Health and Well Being Aiming High	Living in the Wider World Money Matters	Relationships Be Yourself	Health and Well Being It's My Body	Relationships TEAM	Living in the Wider World Diverse Britain
Year 2	Relationships VIPS	Health and Well Being Think Positive	Relationships Growing Up	Health and Well Being Safety First	Living in the Wider World Respecting Rights	Living in The Wider World One World

Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Relationships TEAM	Relationships Be Yourself	Living in the Wider World Diverse Britain	Health & Wellbeing It's My Body	Living in the Wider World Money Matters	Living in the Wider World Aiming High
Year 4	Health & Wellbeing Think Positive	Living in the Wider World Respecting Rights	Relationships VIPs	Living in the Wider World One World	Health & Wellbeing Safety First	Health & Wellbeing It's my body – Growing Up
Year 5	Relationships TEAM	Living in the Wider World Diverse Britain	Relationships Be Yourself	Living in the Wider World Money Matters	Health & Wellbeing It's my body – Growing Up	Health & Wellbeing Aiming High
Year 6	Health & Wellbeing Think Positive	Living in the Wider World Respecting Rights	Relationships VIPs	Health & Wellbeing Safety First	Living in the Wider World One World	Health & Wellbeing Growing up

Whole School Events and Visitors

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Bright for Sight Day	Children in Need	Internet Safety Day	Comic Relief	Sun Safety	Bikeability (Yr 5)
Chimpanzee Project (Yr 4)	Anti-bullying Week	Mental Health Week (Phase trust workshops)	Police Talks – antisocial behaviour (Yr 5/6)	First Aid (Yr 2 and 5)	Transition Days
Fire Safety (Yr 4)	World Diabetes Day			Dog Handlers visit	Puberty and Sex Education – school nurse (Years 4/5/6)
Black History Month	Road Safety (Yr 6)	Reception/Year 1 Dental Nurse visit	Residential trip (Yr 4)		ME Festival (Yr 6)
Residential trip (Yr 6)	Year 5/6 Banter workshops	Helping Hands on Staying Safe (Yr 5)	Water safety		
Racial Equality & Diversity Workshops (Yr 4 and 5)	Reception/Year 1 Handwashing talks	Screen Time (Yr 6)	Railway Safety		
Under the Radar (Yr 6)					
Collaboration	Community	Reflection	Self and Lifestyle	Resourcefulness	Facing Challenges
Me and My Relationships		Keeping Myself Safe		Healthy Me!	