Hallfield Primary School

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

Including Relationships and Sex Education

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Approved by:	Executive HT	**Date:** June 2026
Last reviewed on:	June 2026	
Next review due by:	June 2027	

1. Policy Development

This policy was developed by the school governors and the PSHE Subject Lead, in consultation with pupils (school council), staff, parents and carers.

2. Aims of Policy

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of Relationships Education, Health Education and Living in the Wider World (refer to Section 8), is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Our curriculum reflects the realities of children's lives today, including the increasing role of the online world. It ensures pupils are equipped to navigate both offline and digital environments safely, respectfully and responsibly.

Each school in the North Westminster Federation has a set of values that underpins much of their PSHE curriculum and embeds beliefs about nurturing positive relationships with children through protective behaviours and attachment theories.

Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

At North Westminster Federation want children to:

- try new things
- work hard
- concentrate
- push themselves
- imagine
- improve
- understand others
- not give up

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships

address concerns and correct misunderstandings and recognise harmful situations, including those encountered online, and be able to protect themselves and ask for help

- develop skills to make and maintain positive relationships, including understanding boundaries, privacy and personal safety.

- develop positive attitudes and values and respect differences in opinions, challenging stereotypes and harmful attitudes where appropriate.
- gain accurate, age-appropriate knowledge and understanding about their bodies, including the correct use of anatomical terminology, and about safe and healthy relationships.
- develop personal responsibility for their actions, including safe and responsible behaviour in digital environments.
- understand and manage risks in a range of contexts (e.g. road, water, public spaces and online environments).
- know where to get accurate information, confidential advice and support.

3. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory RSE and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationships Education, Health Education and Living in the Wider World
- Our definitions for RSE and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE, along with specific information about their involvement with RSE and the right to withdraw
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

4. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

4.1 **Relationships Education** is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools

4.2 **Health Education** is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

4.3 In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

As a school we are fully complying with the updated DfE guidance (2025, statutory from September 2026) to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to Section 10 below for details. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

5. Definitions for Relationship Education and Health Education

5.1 **Relationships Education:**

"Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. It also includes learning about relationships in an increasingly digital world, including online interactions, digital communication and how to behave safely and respectfully when using technology.

Relationships Education supports pupils to understand personal safety, including recognising risk, understanding appropriate and inappropriate contact (both offline and online), and knowing how to seek help. It also develops pupils' understanding of boundaries, privacy and respect in all relationships.

Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future."

5.2 **Health Education:**

"Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa.

This includes supporting pupils to understand their bodies accurately and confidently, including the correct use of anatomical terminology for all parts of the body. This is recognised as an important safeguarding tool, enabling pupils to communicate clearly, understand personal boundaries and report concerns where necessary.

Health Education also includes learning about personal safety, including recognising risks in different environments (such as at home, in public spaces and online), and developing the knowledge, language and confidence to seek support.

Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future."

6. Links to other School Policies

This policy should be read in conjunction with the following school policies:

6.1 Child on Child abuse policy

6.2 Child Protection and Safeguarding Policy

6.3 Behaviour/Anti-Bullying Policy

6.4 Online Safety Policy

6.5 Equalities Objectives Policy

6.6 Managing Sexual Violence and Sexual Harassment Between Children

6.7 Special Education Needs and Disability Policy

6.8 Managing Drug Related Incidents

7. Organisation of PSHE

7.1 PSHE is taught for an hour each week, this includes lessons pertaining to health and relationships.

7.2 PSHE lessons are taught in mixed sex groupings but there is flexibility during specific relationships, health and sex education lessons to cover the content in single sex groups where it is felt more appropriate (refer to 9.6).

7.3 PSHE is delivered by the class teacher or phase leader, including those lessons that pertain to relationships, health and sex education. There are times during the programme when learning is complemented by external visiting speakers, for example, a financial organisation such as a bank, human rights organisations, or others. It is important to note that where outside visitors help to deliver PSHE, and in particular RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

7.4 Dedicated PSHE lessons/Subject specific e.g. Science and RE/ Assemblies/Special weeks e.g. Wellbeing Weeks/Anti-bullying week, Values assemblies.

7.5 Online safety form a key part of our PSHE provision and is supported through the use of 2BeSafe scheme (purple mash). This is timetabled as part of the computing curriculum, which is taught once a week, and is also reinforced through PSHE lessons, assemblies and themed weeks such as safer internet day.

7.6 PSHE and particularly those lessons that pertain to health and sex education is covered in designated PSHE lessons across each year group (see each school's curriculum for more information). Some content will also be covered in Science lessons where there are shared objectives, as per the national curriculum Additionally, there are activities such as assemblies that may be planned with outside agencies to reflect the age appropriate curriculum.

8. Content of PSHE Curriculum

Carefully selected objectives from these three areas are spread out across the year:

- Relationships Education
- Health Education
- Living in the Wider World

See our website for our PSHE Education Curriculum Overview:
pshe_curriculum_overiew.pdf

8.1 Statutory content:

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing (including grief, bereavement, loneliness, emotional regulation, change and loss)
- Internet Safety and Harms (Scams, fraud, gaming risks, data privacy, location settings, critical evaluation of online content).
- Physical Health and Fitness
- Personal safety (road, rail and water safety and risk awareness in public spaces)
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty, including correct names for body parts)

Internet Safety and Harms

- In addition to our timetables PSHE lessons, teaching of online safety is supported through the 2BeSafe scheme (purplemash), which provides a structure and progressive curriculum across all year groups. This supports pupils in understanding online relationships, digital behaviour, privacy, security and how to recognize and respond to risks online.
- For further information, please see the 2BeSafe computing curriculum overview: computing-curriculum-plan.pdf

Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing and financial safety
- Being a Responsible Citizen
- Careers
- Sex Education ***(Year 6 Only – these are the only lessons that parents can withdraw their children from)*** Lessons on Sex Education in Year 6 (refer to section 10)

8.2 Additional Safeguarding and Relationships Education

As part of our commitment to safeguarding and promoting healthy relationships, the school has achieved the Bronze Domestic Violence (DV) award and is working towards the Silver Award.

To support this, we provide additional learning opportunities for pupils focused on developing an understanding of healthy and respectful relationships. This includes teaching pupils about:

- The difference between healthy and unhealthy relationships
- Gender stereotypes and roles, and challenging harmful expectations
- Respect, boundaries and the concept of consent in an age-appropriate way
- Power, control and fairness within relationships
- Problem-solving and resolving conflict safely
- Recognising when something is wrong
- How to seek help, report concerns and access support
- Identifying positive role models and respectful behaviours

These sessions are delivered through a range of approachedes, including planned PSHE lessons, assemblies and workshops delivered by trained external providers. This supports a whole-school approach to safeguarding and ensures that pupils develop the knowledge, skills and confidence to stay safe and build positive relationships.

9. Approaches for Delivering Effective PSHE

9.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings and sensitive issues such as sensitive online and social issues, challenging harmful attitudes (misogyny, stereotypes) and developing assertiveness and communication skills.

9.2 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the

Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

9.3 **A Range of Learning Approaches**

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups. Online safety education is reinforced through carefully selected schemes of work, including the 2BeSafe programme (Purple Mash), which provides engaging and age-appropriate resources to support pupils in developing safe and responsibly behaviours online.

9.4 **Relevant resources**

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

9.5 **Use of External Organisations**

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that the all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

We enhance our PSHE provision through participation in recognized programmes and awards, including the DV award and 2BeSafe.

In addition, the school has a trained CEOP (Child Exploitation and Online Protection) Ambassador, who supports the development of online safety across the school. This role helps to ensure staff and pupils are equipped with up-to-date knowledge about online risks, including exploitation, and how to report concerns safely. Further information about our online safety provision and how to report concerns can be found on the school website.

9.6 **Groupings**

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and where relevant, in one to one sessions.

9.7 **Responding to Pupils' Questions**

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions

are addressed may be in group activities, or on a one-to-one basis, as appropriate.

9.8 **Meeting the Needs of SEND Pupils**

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

For more information, the North Westminster Federation SEND policy can be found here: Special Education Needs and Disabilities Policy.

10. Specific Issues Related to Sex Education

10.1 **DfE Sex Education Recommendation**

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education (refer to section 8.1), we have chosen to deliver further lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. They also support pupils' understanding of respect, personal boundaries and, in an age-appropriate way, the concept of consent within relationships, alongside the correct use of anatomical terminology as part of safeguarding. At the parent meeting for year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these specific additional lessons, as outlined below.

10.2 **Definition of Sex Education**

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. It supports pupils to develop an understanding of relationships, respect, personal boundaries and, in an age-appropriate way, the concept of consent.

Sex education also includes developing accurate knowledge of the human body, including the correct use of anatomical terminology, which is recognised as an important safeguarding tool. Aspects of sex education are covered within the context of learning about life cycles in science, as well as through the wider PSHE curriculum.

10.3 **Engaging Parents/Carers and the Right to Withdraw from Sex Education**

On entry to the school, parents are invited to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. Parents and carers have the right to view the curriculum materials used to deliver Relationships, Sex and Health Education. The school will ensure that resources are shared upon request and will continue to communicate openly with parents regarding the content of the curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we

do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and who are invited to meetings at school in the summer term to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum, as outlined in section 8.1. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6, as outlined in 8.2.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 1 of this policy, and send this to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

10.4 **Answering Pupils' Sex Education Questions**

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

11. An Inclusive Approach through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBTQIA+
- Families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Teaching will actively challenge harmful gender stereotypes and promote equality, ensuring that all pupils feel valued and free to express themselves without limitation.
- Pupils will be supported to develop positive and respectful attitudes towards others, including promoting positive masculinity and encouraging kindness,

empathy and respect in all relationships

- The curriculum will support pupils to recognize and challenge harmful behaviours or attitudes, fostering a culture of respect, dignity and inclusion for all.
- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

12. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Gathering a reviewing pupil voice to evaluate the effectiveness and relevance of the PSHE curriculum
- Supporting staff to assess pupils progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes
- Recommending targets for whole school development

13. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues
- Updates on statutory RSE guidance and safeguarding requirements
- Online safety and emerging digital risks

- Responding to sensitive questions and disclosures

14. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors and new staff induction materials*.* A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to PSHE, including RSE and Health Education, or who may be involved in its delivery.

15. Policy Review

Policy Implementation Date: June 2026

Next Review Date: June 2027

Appendix 1

Parent Request for Withdrawal from Sex Education Lessons (Year 6)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	*Include notes from discussions with parents and agreed actions taken.* *For example, Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom*