

The Croft Primary School



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

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Introduction

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

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

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

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

We have created this policy to show what and how we teach in PSHE and why it is important.

What is PSHE?

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

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

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

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

Why is PSHE Important?

PSHE (Personal, Social, Health, and Economic) education is important to our school because it equips pupils with the vital life skills, emotional intelligence, and safety knowledge required to navigate a complex world. It bridges the gap between academic learning and holistic personal development. It also links to our school values of respect, kindness, pride and responsibility

We know parents and carers play an important role in teaching their children about relationships, growing up and keeping safe. We also know that some parents and carers may not

feel confident talking about these topics. Our PSHE lessons help make sure all children get the information they need to stay safe and make healthy, positive choices

Curriculum Planning

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

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

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

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

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

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

Pupil Voice and a Need-Led Curriculum

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

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

The Curriculum

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

See next page:

EYFS

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
EYFS	Getting to know my school • Who is in my class • Adults in school • My classroom	• Hand washing • Healthy eating • Teeth • Medicines • Being happy	Transition • School Council • New experiences in year 1 • Summer holidays including safety in	• Safety in the classroom • Safety in school • Safety in the playground • People who help	• Being a good friend • Who is in my family • Different types of family	• Celebrating special events • Same and different

	The school building		the wider world	us keep safe		
Suggested time to teach	Autumn 1	Spring 2	Summer 2	Spring 1	Autumn 2	Summer 1

Key Stage 1

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
1	Class rules School Council - Making choices - Compromise - Skills of a representative - Own skills in relation to School Council - Class meetings	My body - Parts of the body - Changing needs - Influences on health and wellbeing - Likes and dislikes - Consequences of choices - Emotional health	Pets and animals - Likes and dislikes - Right and wrong - Needs of animals - Fair and unfair - Human needs	- Medicines - Identifying risks and ways to stop accidents happening - People who help us - Road safety – keeping safe near the road and in the car	- Valuing themselves - Family – different types - Friendship skills - Good and bad friendships - Making choices	- My identity - Groups belong to - Bullying
2	Class rules - why have rules School Council - How it works - Role of a representative - Class council meeting Feelings - Name feelings - Dealing with feelings including negative ones	- Body parts - Personal hygiene - Spread of germs and diseases - Balanced diet - Healthy lunchbox	Local area - Positive and negatives of the local area - Discussion - Role in improving area Money - Sources of money - Uses of money - Keeping money safe - Making choices	Safe and unsafe:- - Things e.g. medicines and household substances - Places e.g. roads - People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises	- Working together - Behaviour and impact on others - Resolving conflict - Teasing and bullying - Changing relationships	- Similarities and differences between boys and girls - Different types of families - Race and religion

Key Stage 2

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
3	- Class rules - New challenges - Valuing themselves - School Council	- Balanced diet - Impact of healthy diet - Making choices	- Managing money - Good value - Resource allocation	- What is risk - Road Safety - Pressure - Safe and unsafe touches	- What makes a good friend - Falling out	- My identity - My community – school and local - Similarities and differences in community
4	- Class rules - Role of School Council rep - Jobs on the School Council - Class council - My strengths and weaknesses	- What keeps me healthy? - What can make me ill – bacteria and viruses - Drugs – medicines and Tobacco - Good and bad habits	- Rights and responsibilities - Rights of the Child - Jobs and duties	- Safety in school - Responsibilities for my safety and the safety of others - E safety	- Feelings of other people - Developing relationships - Different types of relationships - Puberty	- Similarities and differences - Communities including Britain - Respect and tolerance
5	- My achievements - My goals - School Council rep - Class rules	- Physical health - Emotional health - What can affect our health including the media - How will my body change as I grow up	- How are laws made in the UK - Parliament - Public money - Personal money – loans, debt and interest	- When do I feel unsafe - How can I deal with this - Pressure including peer pressure - Getting help	- Puberty emotions - Anti social behaviour - Nature and consequence of bullying	- Identities in the UK - Celebration of diversity - Racism
6	- Class rules - Opportunities and challenges of Y6 - School Council - My contribution to my school	- Body changes - Periods - Feeling during puberty - Media	- Environment and Sustainability - Pressure groups and charities	- Drugs – solvents and alcohol - Pressure related to drug use - Strategies for making decisions and saying no	Changing friendships and relationships	- Diverse nature of UK - Life in other countries - Stereotypes - Challenging stereotypes

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

Year 2 - Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise...and hygiene

Year 4 - Pupils should be taught to:
Describe the simple functions of the basic parts of the digestive system in humans
Year 5 – Pupils should be taught to:
Describe the changes as humans develop to old age

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

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

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

Reception and Key Stage 1

Year	Theme	Key concepts	Vocabulary
R	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind,

		Making choices	good friend and choice
2	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles , clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall – Same Love Different Families	Boy, girl, male, female, family, same, different and similar

Key Stage 2

Year	Theme	Key concepts	Vocabulary
3	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue penis, testicles, breasts, vulva, vagina, womb , male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTs resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
4	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs Ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop, puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, loss, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret

5	Me and My Relationships	Changes in boys and girls Menstruation/Periods Realities and myths about periods Provision in school for periods Gender stereotypes Hygiene Relationships Love What makes a good partner? Unhealthy relationships Pressure	Puberty, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, labia, vulva, clitoris, breasts, monthly, sanitary towels, tampons, stereotype, gender, individuals, expectations, discrimination, change, personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, relationships, love, partner, marry, marriage, secret, risk and responsibility
6	Me and My Relationships	Concerns and worries NSPCC – In the Know	Puberty and feelings
	Happy and Healthy Me	Internal sexual organs Menstruation Conception Gender stereotypes	Puberty, emotional, physical, social, compromise, negotiate, reproductive organs, cervix, bladder, scrotum, sperm duct, urethra, sperm, egg, sexual intercourse , womb, penis, vagina, hips, testicles, baby, periods, breasts and ovaries

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

Resources

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

You can view a range of resources here:

NSPCC Speak Out Stay Safe Resources:

<https://learning.nspcc.org.uk/services/soss-resources-202526>

NSPCC Talk Pants:

<https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/>

RNLI Water Safety:

<https://rnli.org/youth-education/education-resources>

Wakeup Wednesday - Online Safety:

<https://nationalcollege.com/pages/wake-up-wednesday>

Other resources will be highlighted termly in our PSHE Newsletter.

We encourage engagement from parents and carers in our PSHE programme. If you would like to discuss any of the resources in more details, please contact the school office or PSHE Lead.

Sex Education

In addition to Relationships and Health education, we also cover sex education in Year 5 and 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as sexual consent. It is taught in an age and stage appropriate manner.

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

Right to Withdraw

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

We have listed below the lessons that count as sex education. These are the only lessons you can withdraw your child from. These lessons in our school are delivered by the school nurse. A letter will be emailed to you informing you of when these lessons will take place.

An example letter:

Year 5: Growing Up Talk - As part of the PSHE curriculum, a nurse will be coming into school on Friday 20th March, to talk to the Year 5 girls and boys about growing up and the changes they face. They will be spoken to in separate groups about how puberty may affect them. The nurse will also talk to all the children about health and hygiene issues.

Year 6: Growing Up Talk – Friday 20th March 2026 On Friday, 20th March, a nurse will be talking to Class 6 about growing up and the changes adolescents will face. This will also include a presentation about sexuality, including human relationships as well as biological aspects.

If you do not want your child to take part in this, please let us know by emailing your class teacher or the headteacher.

If you have any queries regarding these arrangements, please do not hesitate to contact us.

You can view a range of resources here:

Puberty for girls - <https://www.healthforteens.co.uk/staffordshireandstoke/puberty-for-girls/>

Teacher Knowledge - <https://pshestaffs.com/wp-content/uploads/2023/04/Staffordshire-Puberty-1.pdf>

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

Teaching and Learning

Our PSHE Curriculum is delivered through our local authority ENTRUST scheme of work.

PSHE is taught through a range of teaching methods including group and whole-class discussion, scenario cards, agony advice and other age-appropriate interactive and participatory activities. Lessons are taught on a weekly basis. In addition to the lessons in the Entrust scheme we also include focused assemblies, a wider enrichment offer, external providers (see the table below):

A journey through The Croft Primary School – enrichment

Personal development and wider opportunities are a crucial part of the offer at The Croft Primary sometimes they enhance the curriculum and other times they provide community experiences. These are designed and mapped out to help our pupils belong, strive and thrive. Please note this is not an exhaustive list but a summary of some of the wider opportunities on offer for our pupils.



	Trips and visits	Wider enrichment	School events	Annual whole school events
Reception	Reception – Animal man	Library visit Life cycles experience Allotment growing – y6 buddies	Nativity Phonics workshop	Work book day Internet safer day National Bird watch
Year 1	Bi-annual Cannock Chase Statfold Railway Museum	Post a letter Fly a kite	Nativity Phonics workshop	Village daffodil planting Science week Pantomime
Year 2	Visit a church Castle Experience Local area study	Community champion – eco and sustainability Pirate day	Nativity	Halloween, world book day and summer disco Egg hunt Egg and bonnet decorating
Year 3	Conkers- stone age Animal man	Shine and sign Makaton lessons Orienteering	Year 3 and 4 spring show	Christmas and summer fayre Children in need – enterprise event
Year 4	Roman Day visitor Think Tank Visit a Mosque	Local area study Italian culture day	Year 3 and 4 spring show MTC workshop	Sports experiences Athlete visits Anti-bullying day
Year 5	Fire station and Essential first aid	Bike ability	Year 5 and 6 summer show Lead Easter Church service	Harvest Young voices (bi-annual)
Year 6	Residential – Whitemoor lakes Visit a Temple	Bike ability Allotment growing – R buddies	Enterprise Leaver's event and assembly Y5 and 6 summer show SATS and transition workshop	St Giles Reindeer run Junior park run Christingle service at Church Village remembrance day service NSPCC assemblies

We also offer...

South Staffs water workshops Dogs trust work shops Well-being week Virtual author visits Sleepover at school Write stuff experience days	Music from different culture workshops Father's Day, Mother's Day and family day events Visiting planetarium NPSCC workshops	Food tasting sessions Cookery workshops Music lessons Rock-it concerts and performances Performing arts exams	Links with local nursing home Village secret Santa Events to mark different cultural and religious festivals	A range of free after school clubs: history, science, art, singing, running, netball, football, rounders, drama, computing and many more.
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We ensure our curriculum is a balance of knowledge, skills and attributes to enable children to make healthy, safe choices relevant to their lives incrementally.

We ensure that we follow evidence-based framework of learning and teaching PSHE to ensure that we are in line with best practice and statutory requirements. Our staff follow this through their long, medium and short term PSHE planning. All teaching staff, including Early Career Teachers (ECTs) and new members are supported with mentoring from a more experienced staff

member in school, team-teaching, observations, or attendance at an internal or external training event.

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

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

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

External Providers

Occasionally we utilise external providers to enhance our delivery of PSHE. All external provider deliver in line with our PSHE policy and safeguarding procedures and our Visitor Policy. Where an external provider is utilised, we will make sure that any materials used are appropriate, in line with our legal duties around political impartiality. Resources delivered by an external provider can be made available for parents and carers before delivery. The external providers we use are:

NSPCC workshops – Speak Out and Stay Safe, RNLI – water safety, Dog's Trust workshops, Cats Protection trust workshops, South Staffs water workshops, Fire Station safety workshops, Essential first aid, Bikeability, Enterprise, Junior parkrun, School Nurse. Parents will be notified of any extra external providers that we use. This information will be passed on either by email or through the PSHE Newsletter.

Establishing a Safe Learning Environment

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

The agreement will also explain the rules for asking questions.

Responding to Questions and Managing Disclosures

As with any topic, pupils will ask questions during PSHE to further their understanding, it is important to our school that our children feel able to ask questions and that our staff are confident in responding. We support children to ask questions, and recognise that some children may feel less comfortable to do so. Staff will therefore encourage pupils to ask questions during sessions. Due to the sensitive topics PSHE explores staff will employ strategies to ensure that the questions are asked and answered in a factual, balanced and age-

appropriate way. The group agreement will remind children that questions are not to be personal but general. For example, asking about the staff member's own experiences, or directly naming themselves or other class members.

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

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

- If a question is personal, the staff member will remind pupils of the rules set in the group agreement
- If the staff member does not know the answer to a question, the staff member will acknowledge this and will either research the question and provide an appropriate answer later if related to the topic being taught and appropriate for the age group or will speak to the PSHE Lead
- If the question is too explicit, outside set parameters (including if a child has been withdrawn from sex education), inappropriate in a whole class setting or raises safeguarding concerns the staff member will attend to it on an individual basis, this could include sharing the question for parents and carers to respond to.

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

Accessibility of the Curriculum

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

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

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

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

through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

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

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

Some of our children may also have parents/carers, family members and/or friends who identify as gay, lesbian, bi-sexual or transgender (LGBTQ+). Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps to create a safe environment for all pupils and staff.

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

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

For more information, please refer to our school's policies on anti-bullying, equality, diversity, and inclusion, e-safety, social media, mobile phone and wearable technology.

Staff Training

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

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

Assessment

We assess pupil progress by tracking both knowledge and personal development. Because PSHE is largely non-statutory and not graded with traditional tests, our assessment therefore centres on continuous reflective practice.

Assessing pupils includes:

- Checking prior vocabulary knowledge and understanding. By uncovering what pupils already know and identifying any misconceptions early, we can tailor lessons, adjust scaffolding, and prevent pupils from struggling with advanced content.
- Observing pupils during lessons to measure general understanding.
- Self-assessment to reflect on how their attitudes and behaviours might be changing.
- End of module assessment – where pupils demonstrate their knowledge and understanding of the topic e.g. mind map

Evaluation

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

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

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

Engaging Parents and Carers

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

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

Examples of the resources we plan to use are available for parents and carers to view. These will be made available through whole school and class emails or via the termly PSHE newsletter.

We encourage parents to view these resources so they can support their child's learning at home. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about PSHE through the termly PSHE newsletter and letters/texts/emails to explain when PSHE will take place in different year groups and what will be covered.

The policy is available to parents and carers via the school's website or by contacting the school office. We offer support and encourage discussion of topics at home by signposting to the [Pan-Staffordshire PSHE Education Service's website page for parents and carers](#)

We encourage parents to consult with parents and carers on basis about any needs they may have in relation to our PSHE programme.

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

Policy Links

This policy compliments the following policies:

- Safeguarding
- Equality Policy
- ICT and Internet Acceptable Use
- Positive Relationships
- Positive Behaviour
- Anti-Bullying
- Child on Child Abuse
- Online Safety
- Special Educational Needs and Disabilities (SEND)

Creation, Consultation, Monitoring and Review of Policy

This policy was developed with support from the Pan-Staffordshire PSHE Education Service and in consultation with the whole school community, Consultation took place in the following ways: Examples: discussion at staff briefing, school council discussion, pupil voice activities, parent/carers/governor consultation.

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

The RSE policy and curriculum will be reviewed September 2027 by the PSHE Lead, staff, parents and governors. The review will be informed by the following:

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

More Information

If you would like to discuss our PSHE provision further, please contact school office or the PSHE Lead.

Complaints and compliments about PSHE will be handled in line with the school/Trust's complaints policy, which is available on the website.

Version Control

Created By	Approved Date	Changes Made	Review Date
		New Policy	

