

# **Pegswood Primary School**

## **Personal, Social Health Education (PSHE), Relations Education and Sex Education (RSE)**

We believe that this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education Act 2011
- Children and Social Act 2017

The following documentation is also related to this policy:

- Relationships Education, Relationships & Sex Education & Health Education (DfE 2025)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Preventing and Tackling Bullying (DfE 2017)
- Sexual Violence and Sexual Harassment between Children in Schools (DfE 2018)
- Promoting Fundamental British Values as part of SMSC in Schools (DfE 2014)
- National Citizen Service Guidance for Schools (DfE 2017)
- Parental Engagement on Relationships Education (DfE 2019)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that as from September 2026, new statutory RSHE requirements come into place and must be taught by all primary schools in England. In both subjects, parents will not be able to request for their children to be withdrawn.

We believe that after consultation with parents, this policy meets the needs of pupils and reflects the local community. Parents were made aware that they do not have the right to veto on any part of the curriculum but they do have a role to play in the process of reviewing this policy.

We are aware that in the development of relationships education, our main focus is 'on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and with adults.'

Relationships education has the following five areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

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

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- Being safe.

We work hard to ensure that pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate.

We acknowledge that sex education is not compulsory in primary schools. However, we carry out the main sex education teaching in our science curriculum. We also teach areas that contribute significantly to a child's knowledge and understanding of their own body and how it is changing and developing. This is through PSHE lessons and the wider curriculum.

The organisation and management of our sex education programme is undertaken by a subject coordinator and class teachers. The planning and delivery of the programme is outlined in our Long Term Plan. The delivery of this programme will be flexible and it will be delivered through topics, planned aspects of science, class discussions, circle time, assemblies, and the occasional visit from other professionals.

We ensure that we teach the characteristics of good physical health and mental wellbeing. We realise that 'mental wellbeing is a normal part of daily life, in the same way as physical health.'

Physical health and mental wellbeing have the following nine areas of study that should be covered by the end of primary school and includes details on what pupils should know:

- 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.

We consider relationships education, sex education and health education to complement the National Curriculum subjects of citizenship, science, computing and physical education. In our planning, we look for 'opportunities to draw links between the subjects and integrate teaching where appropriate.'

We ensure that relationships education, sex education and health education are accessible to all pupils and we believe our flexible, differentiated curriculum planning caters for pupils with SEND.

We have high expectations of our pupils and we set appropriate challenging targets. All teaching is assessed and assessments are used to identify those pupils who need extra support or intervention.

We are aware that when we are inspected, all aspects of relationships education, sex education and health education will be assessed through consideration of pupils' personal development, pupils' behaviour, pupils' welfare or through their spiritual, moral, social and cultural development.

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We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe that it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

## Aims

- To ensure compliance with all relevant legislation connected to this policy and that the new guidance is followed from September 2026.
- To consult with parents that this policy meets the needs of pupils and reflects the local community.
- To ensure pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate.
- To ensure parents are aware that they have the right to request that their child be withdrawn from sex education beyond the national curriculum for science.
- To share good practice within the school and with other schools.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The governing body has:

- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
  - full compliance with all statutory responsibilities;
  - the school complies with all equalities legislation;
  - funding is in place to support this policy;
  - this policy and all policies are maintained and updated regularly;
  - all pupils make progress in achieving the expected educational outcomes;
  - the subjects are well led, effectively managed and well planned;
  - the quality of provision is subject to regular and effective self-evaluation;
  - the teaching is delivered in ways accessible to all pupils with SEND;
  - clear information is provided for parents on the subject content and the right to request that their child is withdrawn;

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- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
- the celebration of the effort, success and achievements of pupils and school personnel;
- the effective implementation, monitoring and evaluation of this policy.

## **Role of the Headteacher**

The headteacher will:

- place a high priority on PSHE and RSE education;
- ensure that these subjects are set in the ‘context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school;’
- consider how teaching in the school ‘supports the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy;’
- ‘automatically grant a request to withdraw a pupil from any sex education other than as part of the science curriculum;’
- provide appropriate, purposeful education for any pupil who has been excused from sex education;
- endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others;
- use whole school assemblies well to promote the school ethos;
- work closely with the school council and to hear their views and opinions;
- encourage pupils to form and to express their views;
- work closely with the subject leader and governors;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons;
  - monitoring planning and assessment;
  - speaking with pupils, school personnel, parents and governors.

## **Role of the Subject Leader**

The Subject Leader will:

- lead the development of this policy throughout the school;
- ensure a Long Term Plan is in place and shows progression;
- work closely with the Headteacher, other teachers and governors;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;

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- undertake risk assessments when required;
- review and monitor;
- Liaise with outside agencies offering support.

## **Role of Teachers**

Teachers will:

- comply with all aspects of this policy;
- work closely with the Subject Leader to develop this policy;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan differentiated lessons which are interactive, engaging, of a good pace;
- have high expectations of their pupils and set appropriate challenge within lessons;
- assess their teaching and use assessments to identify pupils who need extra support or intervention;
- be trained to deal with sensitive issues;
- know how to manage disclosures of any type;
- know how to maintain an appropriate level of confidentiality;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- achieve high standards
- celebrate the success of pupils in lessons;
- implement the school's equalities policy and schemes.

## **Role of the Designated Safeguarding Lead**

The designated safeguarding lead will:

- ensure all school personnel are trained to manage disclosures of any type;
- ensure that pupils are made aware of how to raise concerns, to make a report and how a report will be handled;
- ensure school personnel are trained to deal with sensitive issues;
- be made aware of the proposed content of lessons that are safeguarding related as he/she might have local knowledge that could be of value;

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;

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- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part in periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School website;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters.

## **Training**

We:

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Race Disparity Audit**

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We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

## **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed every three years, when new statutory guidance comes into place or when the need arises by the coordinator, the Headteacher and the governors.

## **Document Record**

<b>Version</b>	<b>Reason for Amendments/Update/Review</b>	<b>Date of Adoption by Pegswood Primary School</b>	<b>Date of next review</b>
1.0	New policy and procedure provided by National Education Group	April 2022	
2.0	Updated to reflect Pegswood Primary School	April 2022	
	Consultation with parents	April 2022	
3.0	No changes after consultation	May 2022	May 2025
4.0	Changes to reflect new statutory guidance	Jan 2026	Jan 2029