



ambition, belief, communication

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Bradley Primary School PSHE

(including Relationships and Sex Education (RSE) Policy 2026)

1. Overview/Introduction:

The purpose of the policy is to ensure a high-quality, structured and progressive PSHE curriculum, we use the 1decision programme of study, which is fully aligned with the DfE statutory requirements for Relationships Education, Health Education, and Citizenship.

The importance of RSE/PSHE in safeguarding and preparing pupils for life. This is in-line with the 2025 guidance which is due for implementation by September 2026.

At Bradley Primary School, we believe that Personal, Social, Health and Economic (PSHE) education is a crucial part of every child's development. It provides pupils with the knowledge, understanding, attitudes, and practical skills to live safe, healthy, productive lives and to become responsible citizens in modern Britain.

Our PSHE provision supports the school's aims of promoting positive relationships, mental well-being, respect, resilience, and inclusion. It plays a vital role in our safeguarding and wider pastoral systems and is embedded in our whole-school ethos.

2. Subject Content

R(S)HE is taught within the subject of PSHE within the school and that this is taught in-line with the statutory guidance. PSHE is:

'PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society'

(PSHE Association, 2024)

As part of PSHE, the statutory elements of relationships and health education are included within the curriculum content.

- Relationships Education: includes topics such as friendships, families, respect, consent and online safety.
- Health education: includes physical health, mental health, dental health, healthy diets including drug and alcohol, puberty, vaccinations this content sits under health education which is statutory and therefore cannot be withdrawn from. All children will be taught the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

- Sex Education is not taught beyond what is statutory requirements within the Science curriculum. This is content which can be withdrawn from parent's wish to do so for PSHE only. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Prior to sex education being taught in PSHE a letter will be sent home to parents outlining that your child will be learning about the topic of puberty. At this point, parents who wish to view the materials will be able to do so via their child's class teacher on request. Should they wish to do so they must speak to the head teacher.

Right to Withdraw

Parents have the legal right to withdraw their child from sex education only. This right does **not apply to Relationships Education**, which is statutory for all primary-aged pupils.

If a parent or carer wishes to withdraw their child from sex education, this should be discussed through a **meeting with the Head teacher**. During this meeting, the nature and purpose of the content will be explained, and any concerns will be considered to ensure decisions are made in the **best interests of the child**, while remaining compliant with statutory requirements. If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

3. How the subject is taught?

PSHE is delivered weekly in whole classes, with the exception of the Puberty Unit in Year 5 which is taught single sex groups. Lessons comprise of circle times, interactive age appropriate videos, PowerPoints and discussions. All lessons are planned by the class teacher and are delivered by a familiar adult to the children. We will always use the medical terms for body parts and encourage children to use the medical terms also.

PSHE lessons are designed to be progressive and builds on prior knowledge so that the content is age- appropriate. Throughout the year we also supplement the curriculum with themed days and weeks which include: Careers Week, Anti-Bullying Week, Children's Mental Health Day and Road Safety Week.

The curriculum content may be supplemented and enhanced by the use of external visitors and providers who are checked by school and have had the relevant safeguarding procedures shared with them. There will be a member of school staff present at these deliveries. They have been chosen to benefit the learning of the children and that they suit the needs of the children within school. External providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils.

- Positive Action in The Community (PAC)
- NSPCC
- Lancashire Mind
- Lancashire Fire and Rescue

- Lancashire Constabulary
- British Red Cross
- Bikeability

At times there may be times when themed weeks or specific events means that a visitor not listed here would further compliment the curriculum and therefore this is not an exhaustive list. When a visitor is invited in addition to the list above for PSHE, parents will be made aware and the content of the session will be checked ahead of the delivery just as it has been for the visitors listed above.

4.

5. Responsibilities

The Head teacher holds overall accountability for PSHE by:

- Setting strategic direction
- Ensuring statutory compliance
- Monitoring quality and impact
- Supporting staff and safeguarding pupils

The PSHE Subject Lead:

- Design and maintain a curriculum that is progressive in knowledge, skills and vocabulary.
- Ensure that the curriculum covers all aspects of the statutory guidance.
- Align our curriculum with our school values as well as British Values.
- Provide CPD to support staff and ensure they are up to date with latest guidance.
- Leads the curriculum and teaching quality
- Supports staff confidence and consistency
- Monitors and review impact on pupils and ensure children are making progress.
- Ensures PSHE contributes meaningfully to safeguarding, wellbeing and personal development

A teacher's role within PSHE is to:

- Deliver high-quality, planned PSHE lessons
- Create a safe, inclusive environment
- Safeguard pupils appropriately
- Answer questions in line with PSHE policy
- Be present when external agencies are delivering lessons
- Support pupils' personal development with professionalism and care

Governors are responsible for:

- Strategic direction of PSHE
- Legal and policy compliance

- Monitoring impact and safeguarding
- Holding leaders to account, not delivering or managing PSHE directly

External visitors are responsible for ensuring that they are familiar with this policy, adhere to the sessions and content that has been pre-approved, are aware of the safeguarding procedures.

Supporting Pupils with SEND and Vulnerabilities in PSHE

PSHE is taught in an inclusive and supportive way to ensure **all pupils**, including those with Special Educational Needs and Disabilities (SEND) and those with additional vulnerabilities, are able to access learning and feel safe, valued and supported

Adaptations for Pupils with SEND

PSHE lessons are adapted to meet the needs of pupils with SEND through a range of teaching strategies and resources. These may include:

- Clear, simple language and explanation of key vocabulary
- Visual supports such as pictures, symbols, diagrams and videos
- Breaking learning into small, manageable steps
- Repetition and reinforcement of key messages
- The use of social stories, role play and real-life scenarios
- Providing instructions in both verbal and written form
- Flexible lesson structures to support regulation and focus

Where appropriate, pupils may receive **additional adult support** from Teaching Assistants, including small-group or one-to-one support. Adaptations reflect individual needs and are informed by **SEN Support Plans, EHCPs and professional advice**.

PSHE lessons are planned to provide a **safe, predictable and supportive environment**, particularly when discussing more sensitive topics. Pupils are supported to engage at a level appropriate to their development and emotional readiness.

Inclusive Approaches for Vulnerable Pupils

The PSHE curriculum supports the needs of all pupils, including those who may be vulnerable due to personal or family circumstances. This may include pupils affected by:

- Domestic abuse (DA)
- Being a child looked after (CLA) or previously looked after (PCLA)
- Caring responsibilities (Young Carers)
- Adverse Childhood Experiences (ACEs)
- Emotional, mental health or wellbeing challenges

PSHE is delivered using **inclusive language and examples** that reflect a wide range of family structures, cultures and experiences. Lessons promote empathy, resilience, respect and help-seeking behaviours, without making assumptions about pupils' lives.

Identification and Support

PSHE lessons may provide opportunities for pupils to express concerns or emotions. Staff are trained to:

- Recognise signs of vulnerability or distress
- Respond sensitively and appropriately
- Follow the school's **safeguarding and child protection procedures**
- Share concerns promptly with the **Designated Safeguarding Lead (DSL)**

Where a need is identified, pupils may receive **additional pastoral support**, targeted interventions or referrals to appropriate internal or external services.

Participation in PSHE discussions is always handled sensitively. Pupils are never required to share personal experiences and are supported to contribute in ways they feel comfortable.

6. Monitoring and Evaluation

Monitoring is carried out termly by Karen Fisher as PSHE lead, this monitoring is shared with the head teacher. Furthermore, the PSHE Governor receives updates through regular reports and is invited into school to monitor PSHE alongside the subject lead. Monitoring at Bradley Primary School includes pupil interviews, book looks, lesson observations, learning walks and lesson drop ins.

7. Parental Access to Curriculum Materials

Parents are welcome to view all curriculum materials. Our yearly overview is available to view on our school website under the curriculum section for PSHE. Should parent's wish to view material they should contact the school office and make an appointment to speak with Karen Fisher as PSHE subject lead or the class teacher.

8.

9. Answering Questions

PSHE lessons often deal with sensitive topics which at times raises questions from children. When questions are posed staff follow school agreed protocol. Where required staff will answer age and topic appropriate questions. When this is not appropriate staff will liaise with parents about how they would like to address such questions. Staff are regularly provided with CPD within school on PSHE and how to address handling difficult questions.

To support children, we provide 'Ask it Baskets' within all classrooms, the baskets are designed for the children to place questions they are would like answering, but don't want to ask in front of the whole class. These baskets are checked regularly staff and answered on an individual basis.

Staff are trained to manage disclosures and concerns appropriately and to follow the school's **Safeguarding and Child Protection Policy**, which is available on the school website.

Throughout all PSHE sessions, children are reminded that they can speak to a **trusted adult** if they have worries or concerns. They are also made aware that while adults will listen carefully, **confidentiality cannot be promised** and information may need to be shared if it relates to their safety or the safety of others.

When a sensitive question arises, the teacher will use professional judgement and, where appropriate, **contact the child's parent or carer to** discuss how the question should be addressed. This may include the parent or carer choosing to discuss the question at home with their child, or agreeing for the teacher to respond sensitively within school, in line with the PSHE curriculum and safeguarding guidance.

10. Policy Development and Review

11. The PSHE policy is reviewed yearly by Karen Fisher as subject lead this is then shared with the governing body who approves all policies within school. Should policy change be needed, due to changes in statutory requirements, the policy will be reviewed earlier than the 12-month review.

12. Appendices

- Statutory guidance references: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)