

PSHE and SRE Policy



Daven

Primary School

Person Responsible for the Policy	Headteacher
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Date Approved	March 2026
Signed	J.Gosling
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Audience	Governors, Staff and Parents/Carers

**Policy for Personal, Social, Health and Emotional Education (PSHE)
including Relationships & Sex Education (RSE)**

Introduction

This policy sets out how Daven Primary School delivers PSHE and Relationships & Sex Education (RSE) and Health Education in line with the statutory requirements for the Department for Education. The purpose of these subjects is to equip pupils with the knowledge needed to make informed decisions about their wellbeing, health and relationships, and to build the resilience and confidence they need to manage challenges in life.

Daven Primary School's PSHE and RSE Policy is rooted in the UNICEF Convention for the Rights of the Child. As a school we have decided that the following rights are paramount and guide how all members of our school community behave.

The right to feel safe	
Pupils will	play kindly always tell the truth listen to instructions
Parents will	help their children to behave and support the school in addressing problems encourage children to sort out difficulties in a kind way
Staff will	develop a safe environment implement rewards and consequences system fairly and consistently

The right to learn	
Pupils will	be the best I can be allow others to learn share your learning
Parents will	support their children and have positive attitude towards school ensure children arrive at school on time and ready to work attend parent consultation meetings.
Staff will	maintain a positive learning environment provide a challenging and interesting curriculum.

The right to be treated with respect

Pupils will	be kind and helpful listen to others treat others as they would want to be treated
Parents will	encourage their children's respectful attitude. cooperative and deal directly with staff about any concerns
Staff will	encourage respect for all by modelling and providing appropriate guidance treat all children and families fairly

PSHE (Personal, Social, Health Education) Policy

(including updated Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Statutory requirements

In accordance with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations the school must provide:

- Relationships Education (families, friendships, respect, positive relationships).
- Health Education (physical and mental health, healthy lifestyles, safety)

PSHE & RSE

At Daven Primary School, we teach Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) as a whole-school approach to underpin children's understanding of themselves, their relationships with others and the world around them. Through this learning, pupils develop the knowledge and skills needed to build healthy relationships, care for physical and mental wellbeing, understand their role in society and stay safe in a range of situations, including online.

At Daven, we use the Kapow Scheme of learning which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The programme creates a safe space for pupils to ask questions, explore ideas and reflect on real-life situations. Revisiting key themes each year allows learning to build gradually, helping pupils develop confidence, understanding and strategies for everyday life.

The overview of the programme can be seen on the school website.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We consider effective Relationships Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

At an appropriate age for our pupils, part of our school provision also includes teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. Further information can be found in the 'Parents' right to withdraw' section of this policy.

Aims of the policy

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information of statutory requirements including the current statutory guidance from the DfE, can be found in https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

As an academy, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017. In teaching RSE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996.

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Keeping Children Safe in Education (2025)
- Children and Social Work Act (2017)
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025)

Since September 2020, it has been statutory for primary schools to cover Relationships Education and secondary schools deliver Relationships & Sex Education. Health Education is also statutory for both phases and covers the key facts about puberty, menstrual wellbeing, growing up and physical/emotional changes etc. in the 'Developing Bodies' unit on Kapow. These areas also link with our science curriculum.

At our school, we deliver Relationships Education/ RSE, as set out in this policy in line with current statutory duties and requirements.

Through this curriculum we aim to ensure pupils:

- Build healthy, respectful relationships both offline and online.
- Understand the importance of family life, friendships and personal boundaries.
- Learn about physical and mental wellbeing.
- Know how to stay safe, including online safety risks and reporting concerns.
- Recognise and report abuse.
- Develop confidence, resilience, respect, honesty, kindness and integrity.

Parents' right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Daven Primary School, we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationship Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead. While we believe that all context within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National Curriculum.

Type of content	Examples	Can parents withdraw?
Science curriculum	Naming body parts; understanding reproduction in plants and animals; learning about puberty.	
RHE statutory content (including Growing up units)	Learning the correct names for private parts; understanding that bodies belong to us; recognising unsafe situations.	
Non-statutory Sex education unit.	How babies are conceived and born; the process of pregnancy and birth; different routes to becoming a parent.	

Roles and responsibilities

The following is a summary of some of the key expectations relating to roles and responsibilities within our school community for Relationships Education/Relationships & Sex Education (RSE). This list is not exhaustive, but provides a clear reference point for the main expectations.

Governors/Trustees will:

- Approve the Relationships Education/RSE policy and hold the headteacher to account for its implementation based on statutory duties.
- Ensure that governors are supportive of the school's policy, aims and objectives relating to Relationships Education/RSE.

The headteacher/subject leader will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required. • Work with the subject lead to support the implementation of this policy.
- Ensure that Relationships Education/RSE is taught consistently across the school in line with this policy.
- Manage the process for any parental requests to withdraw pupils from non-statutory sex education.

- Ensure that all staff receive appropriate training relating to RSHE.
- Ensure that all staff are aware of this policy and associated guidance.
- Ensure that the school meets statutory requirements for Relationships Education, RSE and Health Education.
- Communicate with staff, parents and governors to ensure understanding of the school's Relationships Education/RSE curriculum and policy.
- Oversee the day-to-day operation of the school's Relationships Education/RSE provision and policy.
- Keep up to date with changes in legislation and best practice.
- Support or organise training where necessary.
- Liaise with relevant external agencies (for example, school nursing services or visitors).
- Ensure appropriate resources and materials are available.
- Develop, review, monitor and evaluate the delivery of Relationships Education/RSE.
- Report to governors and senior leaders as requested.

All staff will:

- Teach Relationships Education/RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
- Model positive attitudes and behaviours.
- Consult the subject lead if they have questions regarding provision.
- Monitor pupil progress and provide feedback on delivery when requested.
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.
- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive Relationships Education/RSE.
- Ensure that they are up to date with school policy and curriculum requirements around Relationships Education/RSE.
- Keep up to date with school policy and curriculum requirements.
- Take part in training as required.
- Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.
- Respond appropriately to parental requests to withdraw pupils from non-statutory sex education

Pupils will:

- Take part fully in lessons.
- Follow and contribute to agreed ground rules in lessons.
- Behave appropriately and treat others with respect and sensitivity.
- Talk to teachers or other school staff if they have worries or concerns.

- Support the creation of positive and inclusive Relationships Education/RSE lessons.

Parents will:

- Share responsibility for supporting their child's Relationships Education/RSE learning and wider personal, social and emotional development.
- Support the delivery of Relationships Education/RSE in line with this policy.
- Engage in consultation and information-sharing opportunities.
- Seek additional support from the school where needed.