PSHE Education Policy incorporating statutory Relationships, Sex Education and Health Education

Last reviewed:	**February 2026**
Next review due by:	**February 2027**

1 Introduction and Policy Scope

Children and young people grow up in a world that is increasingly complex, both online and offline. This brings exciting opportunities but also challenges and risks. To thrive, they need the knowledge and skills to stay safe, healthy, and make informed decisions about their wellbeing and relationships.
(Foreword, DfE RSHE Statutory Guidance, July 2025)

PSHE education (Personal, Social, Health and Economic education) is a planned school curriculum subject in the UK designed to help children and young people develop the knowledge, skills, and attributes needed to manage their lives. It is a central part of the curriculum at Downs Infant School as it enables our pupils to build positive, equal, consensual friendships and relationship and to develop skills to keep themselves and others healthy and safe now and in the future.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health, and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental, and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.
(Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers,
July 2025)

This policy covers our school's approach to the PSHE curriculum, and meets the requirement for a Relationships and Health Education, including Relationships, Sex and Health Education policy. It also covers our approach to Drug, Alcohol and Tobacco Education (DATE). This is taught in a way which is appropriate for the age and maturity of our pupils.

Statutory Requirements and Duties

This policy is informed by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Sections 34 and 35 of the Children and Social Work Act 2017.

Relationships Education and Health Education are compulsory in all primary schools. Relationships, Sex and Health Education (RSHE) is compulsory in secondary schools.

At our school, we deliver Relationships and Health Education (RHE) through our PSHE curriculum as part of a broad and balanced education.

This policy applies to all pupils, including those educated off-site for part of their education. It should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Equality Policy and Online Safety Policy.

Our PSHE programme supports the school in meeting its wider statutory duties, including:

• Promoting pupils' wellbeing

• Providing a balanced curriculum that develops pupils spiritually, morally, socially, culturally, mentally and physically

• Preparing pupils for the opportunities, responsibilities and experiences of later life

In delivering PSHE, the school has due regard to:

• The Equality Act 2010, including the Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations

• The Human Rights Act 1998

• Keeping Children Safe in Education (2025)

Our PSHE curriculum promotes respect, tolerance and inclusion, reflecting the diversity of modern Britain. It supports pupils in understanding democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, including those with no faith.

PSHE also contributes to safeguarding by equipping pupils with the knowledge and skills to keep themselves safe, including online.

2 What is PSHE and RSHE?

2.1 Personal, Social, Health, and Economic Education (PSHE)

Personal, Social, Health and Economic (PSHE) education is the curriculum area through which we support pupils to develop the knowledge, skills and attitudes they need to thrive both now and in the future. In an infant school, this means helping children to understand themselves, build positive relationships, stay safe and develop healthy habits.

High-quality PSHE contributes to children's physical health, mental wellbeing, safety and resilience. It supports pupils in learning how to manage their feelings, respect others, make safe choices and know where to seek help.

PSHE is the subject through which we deliver statutory Relationships Education and Health Education. In addition, we teach age-appropriate aspects of economic wellbeing and financial awareness. Drug, Alcohol and Tobacco Education (DATE) is delivered through our 'Keeping Healthy and Safe' topic. Mental Health and Wellbeing is taught through carefully planned, age-appropriate lessons across all year groups.

2.2. PSHE in KS1 including statutory RSHE, includes:

• Physical health (e.g. healthy eating, exercise, sleep, hygiene)
• Mental health and emotional wellbeing (e.g. managing feelings, resilience, grief, loneliness)
• Changing bodies
• Personal safety
• Online safety and digital wellbeing
• Substance education (e.g. medicine
• Families and people who care for us

• Friendships and respectful relationships
• Bullying and discrimination (including online)
• Consent and boundaries

• Belonging to a community
• Economic wellbeing
• Rights and responsibilities
• Environmental responsibility and active citizenship

A spiral curriculum is used to ensure that topics are introduced in an age-appropriate way and revisited over time, allowing children to deepen their understanding and build on prior learning as their maturity and experience develop.

Please note: As an infant school (EYFS and Key Stage 1), our curriculum focuses on early foundations of topics only. Topics are introduced in developmentally appropriate ways. For example, learning about equality focuses on fairness and challenging simple stereotypes. Puberty and intimate or sexual relationships are not taught at infant level beyond the statutory requirements relating to families and caring relationships. More complex aspects of these topics are addressed in later primary and secondary education.

2.3. Physical Health and Mental Wellbeing

This statutory element gives pupils the knowledge and skills to make good decisions about health and wellbeing, recognise when they or others need help, and access appropriate support. Mental wellbeing is taught as a normal part of daily life, alongside physical health. The aim of teaching about physical health and mental wellbeing is to provide pupils the information and skills they need to make good decisions about their own health and wellbeing. It enables them to recognise when they or others need help and how to access support from appropriate resources. We are clear in delivering this aspect of the curriculum that mental wellbeing is a normal part of daily life, in the same way as physical health. This part of the PSHE education curriculum is statutory.

2.4 Relationships Education (EYFS & Key Stage 1)

Relationships Education provides the building blocks for positive relationships with friends, family and others. It promotes kindness, respect and understanding of difference, and teaches children how to stay safe both online and offline. Relationships Education is statutory in primary schools and is delivered in an age-appropriate way.

In our infant school, this includes learning about families and people who care for us, friendships, respectful behaviour, personal boundaries, consent in simple contexts (e.g. asking before hugging), and recognising who can help to keep us safe.

The school is committed to delivering high-quality Relationships Education that prioritises the safety and wellbeing of all pupils. Teaching is rooted in safeguarding principles and supports children in understanding healthy, respectful relationships and recognising when something feels unsafe. Lessons are age-appropriate, inclusive and designed to give pupils the confidence to seek help from trusted adults. Through open discussion and clear guidance, we aim to build resilience and promote children's safety as they grow and develop.

2.5 Sex Education (infant school context)

Children learn about body parts, growth, and reproduction in plants and animals in line with the Science curriculum. They are taught the correct names for body parts as part of safeguarding and body awareness. Parents/carers do not have the right to withdraw their child from National Curriculum Science.

In EYFS and Key Stage 1, learning about changing bodies focuses on understanding that all living things grow and change over time. Detailed teaching about puberty takes place in later primary education. The primary curriculum also includes age-appropriate teaching and learning about how a baby is conceived and born. As an infant school, our part of this curriculum only covers elements that are age appropriate. See **appendix, lesson 1, slide 26. This shows the only part of this education that our pupils learn.** This lesson is the only non-statutory element of sex education taught at our school.

Parents and carers have the right to withdraw their child from this specific lesson.

Beyond this lesson, detailed teaching about puberty and sexual relationships takes place in later key stages.

(See DfE RSHE Guidance Page 6: right to withdraw, Page 11: sex education for details about sex education and section 5.3 about how to withdraw a child form Sex Education lessons)

2.6 Drugs, Alcohol and Tobacco Education (DATE)

For the purpose of this policy, a drug is defined as any substance that changes how the body works when it is taken into the body. This includes medicines, alcohol, tobacco and other substances that can be harmful.

In an infant school, Drug, Alcohol and Tobacco Education focuses on helping children understand how to keep themselves safe and healthy. Teaching is delivered in an age-appropriate way through our 'Keeping Healthy and Safe' topic.

In our school, DATE includes:

• Understanding the importance of health and self-care

• Learning about the safe use of medicines and that medicines should only be given by a trusted adult

• Recognising that some substances can be harmful if used incorrectly

• Identifying hazards in the home and wider environment

• Making safe choices

• Recognising and managing feelings, including understanding how to seek help

This teaching supports pupils in developing early awareness, resilience and safe decision-making skills appropriate to their age and stage of development.

2.7 Citizenship Education

Citizenship education supports pupils in understanding their role within their school and wider community. It helps children develop an awareness of fairness, responsibility, belonging and respect for others. At our infant school, Citizenship education is delivered through PSHE lessons, assemblies and wider curriculum opportunities. Children learn about simple rights and responsibilities, caring for others, contributing to their class and school community, and understanding how their actions affect others. Opportunities for active citizenship are provided through pupil voice activities, participation in school events, environmental projects and charitable initiatives appropriate to their age.

Links to other policies

This PSHE education policy should be read alongside, and is supported by, the following school policies or curriculum areas:

• Safeguarding and Child Protection

• Behaviour

• Anti-Bullying

• Online Safety

• Mental Health and Wellbeing

• Equality / Equalities

• Inclusion and SEND

• Health and Safety

• Science

• Religious Education (RE)

3 Aims and Objectives of PSHE Education

3.1 Our values

PSHE education is fundamental and encompasses many areas. It impacts every aspect of our children's learning and development and is a vital part of their preparation for life. To reflect this at Downs Infant School, it has been given a higher status of 'core subject'.

Our PSHE curriculum underpins our whole-school approach to promoting wellbeing, equality, and inclusion. Our PSHE programme reflects our school values: Aspiration, Belonging, Creativity, Diversity, Empathy and Flexibility. It supports our pupils to develop respect, resilience, and responsibility, and promotes equality and inclusion.

3.2 PSHE Education

PSHE education provides children and young people with a safe learning environment to develop and practise the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It contributes to our partnership work with Public Health to improve health and wellbeing across the school community.

At our school, we follow the RSHE Statutory Guidance Guiding Principles for all PSHE/RSHE lessons and activities:

- ***Engagement with pupils.***
- ***Engagement and transparency with parents.***
- ***Positivity.***
- ***Careful sequencing.***
- ***Relevant and responsive.***
- ***Skilled delivery of participative education.***
- ***Whole school approach***.

(Guiding Principles for RSHE - Relationships Education, Relationships and Sex Education and Health Education guidance)

We use these guiding principles to inform and support all our PSHE/RSHE work.

At our school, PSHE education is central to our curriculum and our safeguarding provision. PSHE/RSHE forms a key part of preventative education. It helps pupils build positive, equal, and consensual relationships and develop skills to keep themselves and others safe and healthy, both on and offline.

PSHE supports personal development and behaviour for learning, including promoting attributes such as kindness, respect, consent, resilience and self-belief.

Our learning approach includes meaningful play through our carefully planned for continuous provision which runs alongside our PSHE curriculum. This approach helps pupils to develop and understand their learning skills and contributes to the wellbeing, safety and achievement of all pupils in this school.

3.3 PSHE education in the Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. There are three specific areas of learning: Making relationships, Self-confidence and self-awareness and Managing feelings and behaviour. At Downs Infant School:

•Children learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences.

•With adults as guides and role models, children learn to develop anti-discriminatory attitudes.

•They are encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image.

•Role play is used to help children explore their own culture and appreciate the similarities and differences in those of others.

•A positive self-image and high self-esteem is encouraged to give children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them.

•Children learn about different kinds of relationships. Being with the same adults and children regularly gives them the time and opportunity to develop relationships that promote social competence.

•Children are encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges.

4. The PSHE Curriculum

Our PSHE curriculum supports our infant school ethos, promoting mutual respect, inclusivity, responsibility and positive self-esteem within a happy and caring environment. It makes a significant contribution to safeguarding and fulfils our statutory duty to teach children how to keep themselves healthy and safe.

The PSHE curriculum develops pupils' confidence in school and supports them in becoming increasingly independent, both within the school community and beyond.

As a subject, PSHE evolves in response to legal, medical and technological developments. We therefore ensure that all content is accurate, up to date, balanced and appropriate to the age and stage of our pupils.

PSHE is taught discretely for a minimum of 30 minutes per week in each class. The programme is further enriched through cross-curricular learning and whole-school events, including Black History Month, Anti-Bullying Week and other themed activities. These opportunities include assemblies, visitors and creative projects designed to provide meaningful and memorable learning experiences.

Our PSHE curriculum follows the three core themes from the PSHE Association Programme of Study:
• Health and Wellbeing
• Relationships
• Living in the Wider World

We use teaching and learning resources developed by Brighton & Hove PSHE leads, adapted from the PSHE Association Programme of Study. In EYFS, PSHE aligns with the Early Years Foundation Stage Statutory Framework, particularly the Prime Area of Personal, Social and Emotional Development.

5.1 Inclusive PSHE Education

All pupils are entitled to a high-quality PSHE education that supports confidence, identity, belonging and safety. Our curriculum reflects the diversity of our school and wider community, including different ethnicities, abilities, disabilities, languages, faiths, family structures and backgrounds.

Teaching is inclusive and respectful. When learning about families, for example, we acknowledge and celebrate the diversity of family life, including adoptive families, foster families and families with LGBTQ+ family members. We also recognise and respect different faith perspectives.

PSHE education promotes awareness, respect and understanding of similarities and differences. It provides a safe and supportive environment in which pupils can explore ideas and develop empathy. This work supports our Equality, Anti-Bullying and Behaviour policies and reinforces our school values.

5.2 Life Skills Approach

While aspects of PSHE may evolve, the core skills needed to stay safe and healthy remain constant. Our curriculum places strong emphasis on developing practical life skills that children can apply in real-life situations.

We focus on helping pupils to:
• Keep safe through a Protective Behaviours approach (e.g. 'Feeling Good, Feeling Safe')
• Seek help and support when needed, and encourage others to do the same
• Develop positive, healthy relationships
• Recognise and manage risk in age-appropriate ways

6 The organisation of PSHE education

6.1 Leading and monitoring

The PSHE subject leader is responsible for coordinating and monitoring PSHE education, supported by a team of staff and SLT. Responsibilities include:
• Developing and reviewing the PSHE curriculum and programme of study

• Supporting staff with planning, resources and agreed approaches and language
• Organising training and updates to ensure staff remain confident and up to date
• Monitoring delivery and impact through learning walks, lesson visits (as appropriate), pupil voice and review of planning and resources
• Ensuring provision reflects the needs of all pupils, including those with SEND
• Liaising with local PSHE networks and attending training to inform school practice

Parent and carer engagement (e.g. consultation, workshops, feedback) supports curriculum review and development.

6.2 Use of visitors

Visitors and external speakers may be used to enrich and enhance PSHE education, but do not replace teacher-led delivery. Visitors can provide expertise, positive role models and signposting to support services.

All visitors are checked to ensure they:
• Align with school values and policies
• Are suitable for working with children
• Provide accurate, age-appropriate information

Teachers discuss session content with visitors in advance. A member of school staff is always present to uphold safeguarding, behaviour expectations and agreed ground rules, and to provide follow-up learning where needed.

6.3 Cross-curricular links

PSHE has planned links with other subjects and areas of school life, including Science, English, RE and Computing (online safety). Where appropriate, these links reinforce learning and ensure themes complement one another rather than duplicate content.

6.4 Staff training for the delivery of PSHE education

We recognise that effective PSHE teaching requires confidence and up-to-date knowledge. Training needs are addressed through INSET and ongoing professional development for teachers and support staff.

Support staff receive appropriate guidance and training, particularly as they may receive questions or disclosures linked to PSHE themes. All staff receive annual safeguarding training. We also recognise that all staff contribute to pupils' personal development through daily interactions and reinforcement of key messages and values.

7 Delivering the PSHE education curriculum

7.1 Safe learning environments

PSHE sometimes explores topics that may feel sensitive or relevant to children's lives. Creating a safe learning environment is essential. Teachers establish age-appropriate ground rules and use approaches such as stories, scenarios, puppets and distancing techniques to support safe discussion.

Pupils are not pressured to share personal experiences. Teachers explain in child-friendly language that adults cannot promise complete confidentiality. If a child shares something that suggests they may be at risk of harm, staff will follow safeguarding procedures in line with the school's Safeguarding and Child Protection Policy.

Pupils are supported to know who they can speak to if they feel worried or unsafe.

7.2 Teaching and learning methodology

PSHE education supports pupils to build knowledge, practise skills and develop attitudes for real-life situations. Teaching approaches include active learning, circle time, discussion, stories and structured activities appropriate to age and stage. Teachers check understanding, address misconceptions and create a supportive environment for questions.

7.3 Assessment and impact

Assessment in PSHE is primarily formative and supports progress in knowledge, understanding and skills over time. Teachers draw on observation, discussion, pupil work and pupil voice to evaluate learning.

We share relevant information with parents and carers through annual reports and parent evenings, reflecting the value placed on personal development and wellbeing.

The impact of our PSHE curriculum is monitored through evidence such as:
• Observation of pupil behaviour and social skills
• The language pupils use when discussing PSHE themes
• Pupil voice activities
• Records of bullying or prejudice-related incidents

7.4 Specific issues

Our PSHE curriculum is inclusive and reflects the diversity of our school community and modern Britain. In an age-appropriate way, PSHE supports children to:
• Understand fairness, kindness and respect
• Recognise and respond to unkind behaviour, teasing and bullying (including online)
• Develop confidence to seek help from trusted adults
• Learn about safe touch, privacy and personal boundaries
• Challenge simple stereotypes and recognise prejudice-based language

7.5 Responding to prejudice and stereotyping

PSHE provides opportunities to explore different views and values in a safe and supportive environment. Occasionally, pupils may repeat stereotypical or prejudiced ideas they have encountered elsewhere. Staff will respond calmly, challenge prejudice-based comments and reinforce school values.

Any prejudice-related incidents are addressed and recorded in line with school policies. Pupils are taught how to challenge unkindness safely and seek help when needed.

7.6 Differentiation and additional support

We recognise that pupils have different levels of maturity, understanding and experience. PSHE learning is planned to be inclusive and accessible, with appropriate differentiation and support.

Pupils with SEND may require adapted resources, additional scaffolding, pre-teaching or follow-up support. Staff work closely with the SENCO to ensure full access to learning.

7.7 Resources

Resources used to deliver PSHE align with the school's values and ethos and are age-appropriate and inclusive. We use a range of materials including picture books, cards, games, videos and digital resources.

Online resources are checked before use to ensure they provide accurate information and are appropriate for pupils' age and stage.

7.8 Liaison with partner schools

We liaise regularly with Downs Junior School and other partner settings to support continuity and progression between phases. This helps to avoid gaps or unnecessary repetition and supports smooth transition for pupils.

8 Confidentiality, safeguarding and disclosure

PSHE teaching may lead to disclosures. Pupils are encouraged to speak with parents, carers or trusted adults if they feel worried or unsafe.

Staff explain that they will listen and help, but cannot promise complete confidentiality. Any disclosure indicating a child may be at risk of harm will be shared with the Designated Safeguarding Lead and managed in line with the school's Safeguarding and Child Protection Policy.

9 Parents and carers

9.1 Partnership

Parents and carers are the first educators of their children and we value working in partnership. We are committed to open communication and respectful dialogue. Parents and carers can contact the class teacher, PSHE lead or Headteacher with questions or concerns.

Where appropriate, we provide opportunities for parents and carers to learn about the curriculum and view resources. Relevant curriculum information is shared in advance.

9.2 Right to request withdrawal from non-statutory sex education

Parents and carers cannot withdraw their child from statutory Relationships Education or from National Curriculum Science.

Parents and carers can request to withdraw their child from non-statutory sex education taught as part of PSHE (i.e. teaching beyond Relationships Education and Science).

At our school, the only non-statutory sex education content is delivered in Year 2 (Summer Term) and is identified clearly in our curriculum information (see Appendix X).

Requests for withdrawal should be made in writing to the Headteacher. The Headteacher and/or PSHE lead will meet with parents or carers to discuss the request and explain the curriculum content and purpose. If the request is confirmed, appropriate alternative learning will be provided. A record of withdrawals will be kept.

10 Role of governors

The governing body has responsibility for ensuring that statutory Relationships Education and Health Education are delivered effectively and appropriately and that the PSHE policy is reviewed regularly.

Governors monitor provision through policy review and reports from the PSHE lead. A link governor for PSHE/RSHE may be appointed to support oversight.

This Policy has been agreed by the Governing Body;

shared with the whole school community; and,

published on the school website.