

Duke Street Primary School PSHE

including Relationships and Sex Education (RSE)

Policy 2026

Intention

Overview and Aims:

This policy will set out our approach and rationale for delivering a high quality and robust PSHE curriculum including RSE at Duke Street Primary School, in line with statutory requirements and expectations set out by the DfE including the updated 2025 guidance that becomes statutory in September 2026.

PSHE plays a central role in developing our pupils for life with the knowledge and skills they need to thrive in school and beyond. PSHE, including RSE, is a key component of our safeguarding culture, equipping children with the knowledge and skills to recognise risks, seek help, build positive relationships, understand boundaries, and make informed decisions about their wellbeing.

We firmly believe that a high-quality education in topics relating to pupils' health, personal well-being and social skills enables children to grow into healthier, more independent members of society, who act responsibly towards themselves and others. Through this, pupils are encouraged to play a positive role in contributing to the life of the school and their wider community, strengthening their sense of self-worth in the process. We teach our pupils how society is organised and governed beyond Duke Street. We ensure that the children experience the process of democracy and appreciate what it means to be a positive member of a diverse and multi-cultural society.

Our curriculum is designed with the intention that pupils will develop vital skills needed for life, within the framework of our school's Core Values: Individuality, Community, Aspiration and Achievement, Resilience and Empathy. Pupils will also be equipped with secure knowledge of a wide range of topics related to health and well-being, as well as life in the community.

Subject Content:

'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 Association 2024

As part of our whole school approach, PSHE develops the qualities and attributes that children need to thrive as individuals, family members and members of society.

PSHE also prepares children to manage change and challenge and helps them apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

PSHE helps to provide children with life skills which promote their spiritual, moral, cultural, mental and physical development, preparing them for the opportunities, responsibilities and experiences of later life.

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' (DFE, 2013)

The DfE states that 'all primary schools will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education).'

The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. It is our decision, at Duke Street, to adopt this practice and deliver these non-statutory lessons to year 6 only.

PSHE is broken down into three main strands:

- Relationships Education including friendships, families, respect, consent and online safety.
- Health education: including physical health, mental health, dental health, healthy diets, puberty, vaccinations and risks associated with drugs, alcohol and tobacco.
- Sex Education (Year 6 only): within our non-statutory sex education that takes place in year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

At Duke Street, we are committed to maintaining strong relationships with parents and carers and acknowledge the need for transparency in order to promote healthy discussions

at home. For this reason, parents and carers are welcome to view our resources ahead of the delivery of non-statutory sex education and to discuss their use with PSHE subject lead and class teachers.

Implementation

How the subject is taught:

In order to achieve our aims and intentions, we as a staff utilise two main schemes of learning, SCARF from Coram Life Education and My Happy Mind. These are utilised alongside bespoke resources and planning developed by our own staff in order to deliver a high-quality and highly personalised PSHE curriculum for all of our pupils.

Pupils will receive weekly PSHE lessons, within their usual class environment, that have been planned and personalised by our staff, in order to cover both statutory and non-statutory objectives in PSHE.

Our core curriculum follows SCARF (Coram Life Education). This is broken down into 6 units which are revisited and built upon year on year, as children progress through school. The topics covered are: Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing.

In addition to this, My Happy Mind sessions take place weekly to promote mental health and well-being. These lessons will be split into 5 modules repeated in a spiral curriculum: Meet Your Brain, Celebrate, Appreciate, Relate and Engage. More information on My Happy Mind can be found on the parents' portal here: <https://myhappymind.org/pre-login/>

These units are designed to ensure our pupils receive high quality learning in both statutory and non-statutory elements of PSHE, including and Sex and Relationships Education. For more information on individual objectives, please see our PSHE Progression Document. We balance proactive planning with the occasional need for reactive provision, meaning that, if the needs of our pupils change suddenly, we adapt our planning accordingly to best support our pupils.

To ensure that children feel comfortable learning about a range of topics, staff create a safe learning environment, reminding pupils of the need to be sensitive and mature to the

views of others. Staff will also use a range of skills, including distancing techniques and the anonymous question boxes. They will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the school's safeguarding procedures/child protection policy. Support is provided to children experiencing difficulties on a one-to-one basis, via our Nurture staff and outreach support team, following discussion and consent from parents where appropriate.

Answering Questions:

At times, pupils may ask questions that go beyond the scope of their stage of education, including those withdrawn from sex education. Where this is the case, teachers will respond in a professional, factual and age-appropriate manner without sharing information beyond the scope of the primary school curriculum, or non-statutory content if withdrawn. Staff will use anatomically correct names for body parts in an age-appropriate and sensitive manner.

Enrichment:

At times, we may supplement our PSHE curriculum with themed sessions and/or external visitors. Staff will evaluate visitors to ensure they are chosen purposefully to enhance learning and meet the specific needs of the pupils. Safeguarding policies and procedures will be adhered to in-line with whole-school policy.

Enrichment Days will take place throughout the year across a range of subjects, including PSHE, and parents will be informed of the aims of the day ahead of time.

Right to Withdraw:

We recognise that some families may have hesitation with regard to some aspects of the RSE curriculum. We are committed to maintaining transparency and positive communication with families, where concerns are present. Parents and carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.

If a parent or carer wishes to withdraw their child from non-statutory RSE in year 6, they should contact their class teacher in the first instance to discuss their concerns. Following this, discussion will be arranged with the PSHE Lead and/or a member of our Senior Leadership team before granting a request to withdraw a child, the subject leader, along with Senior Leadership, will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school is responsible for ensuring that, should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. Ongoing communication with parents about what is planned to be taught and when, will be provided through Parentmail where appropriate, and through termly curriculum maps available on our school website. We advise parents to view the resources we share, in order to support them in carrying out their responsibilities relating to providing PSHE and RSE at home. It is valuable for a child's development to learn about their own families' values concerning relationships and sex, alongside the information they receive at school.

Inclusion:

Our lessons are flexible and allow for teachers, who are skilled in adapting curriculum content, to meet the needs of the children in their class and to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Duke Street acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds.

These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

At Duke Street, we recognise that not all people are the same. We teach our pupils to value difference and to respect others, regardless of difference. It is therefore important to reflect diversity within our curriculum. Our PSHE education acknowledges this through different scenarios, in a sensitive, honest and balanced way, that is appropriate for the age or developmental stage of our pupils. This helps create a safe environment for all pupils and staff.

Meeting the needs of pupils with SEND in PSHE:

As with all of our pupils, the learning needs of pupils with SEND are carefully considered when planning, delivering and assessing PSHE. Our lessons are adapted, where necessary, to allow all pupils to access the learning in meaningful ways. This is achieved through a range of strategies such as differentiated resources, visual prompts, adult support etc.

Opportunities are actively sought out to help all pupils prepare for adulthood through PSHE. These opportunities are, at times, especially important for pupils with SEND.

Parental Access to Curriculum Materials:

Parents and carers can access the whole-school progression document for PSHE on our school website, which outlines what is taught and when. Should parents have questions regarding this material, they should contact the school office to arrange for discussion with the class teacher and/or PSHE Lead, as appropriate. Furthermore, parents and carers will be invited to view a sample of curriculum materials and resources ahead of the delivery of our *Growing and Changing* unit in year 6, which includes the non-statutory elements of sex education. Should further information be desired, parents and carers can request a meeting to view all resources and materials.

Monitoring and Evaluation:

The PSHE Lead is responsible for monitoring the effective provision of the PSHE and RSE curriculum. This will be achieved through a combination of learning walks, book sampling, pupil voice and staff voice. This will be carried out cyclically throughout the school year to ensure that the delivery of PSHE is robust. Feedback will be given to relevant parties, including governors, to ensure that high standards are maintained.

Responsibilities:

Co-Head teachers: Andrew Kidd and Sarah Ridely are responsible for overseeing the delivery of a robust, broad and balanced curriculum, including PSHE, at Duke Street Primary School.

PSHE lead: Laura Partington is responsible for leading and monitoring PSHE provision, including policy and curriculum development. Reports will be made to governors upon request to provide an overview of PSHE at Duke Street.

Class teachers: hold responsibility for the provision of PSHE for their own classes in adherence with this policy.

Staff delivering PSHE: are responsible for delivering PSHE as outlined in the PSHE progression document in adherence with this policy, under the guidance of class teachers and/or PSHE Lead.

Support staff: are responsible for supporting the delivery of PSHE and upholding the principles of maintaining a safe learning environment, where applicable

Pastoral staff: will support the wider development of key pupils, where an additional need has been identified.

Governors: will approve the policy and review the delivery of PSHE at Duke Street Primary School, along with all other subjects, alongside senior leaders and subject leaders.

Policy Development and Review:

Date of policy: Summer 2026

Members of staff responsible for PSHE Education: Laura Partington

Line Manager (Member of SLT): Katie Parkinson

Review date: Spring 2028

How this policy was developed:

This policy was written by Laura Partington, PSHE Subject Leader, based on 2025 Guidance from the Department for Education (DfE) which becomes statutory in September 2026. The policy has been developed in consultation with parents, teachers and other school staff, governors and the pupils at Duke Street Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

Dissemination of the Policy:

This policy has been made accessible to parents, teachers and other school staff and governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Laura Partington.

Sources of Further Information:

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2025)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)

This policy should be read in conjunction with the following policies:

- Safeguarding/Child Protection policy (inc. responding to disclosures)
- DfE 'Keeping children safe in education' (2025)

Further information on the content of our PSHE Sessions can be found in the supplementary documentation on our school website.