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Signed by:

Headteacher

Mrs Claire Jones

Date: September 2026

Co-Chairs of Governors

Mrs Joanna Potter and Mrs Danielle Smith

Date: September 2026

Euxton Primrose Hill Primary School

PSHE RSHE Policy



Courage • Ambition • Respect • Excellence

Together we will make a difference

Introduction

This policy sets out how Euxton Primrose Hill Primary School delivers Personal, Social, Health and Economic education (PSHE), including statutory Relationships Education and Health Education and the school's provision of Sex Education.

Our PSHE and RSHE curriculum aims to support pupils' personal development, health, wellbeing, relationships and understanding of how to keep themselves and others safe. It is taught in an age-appropriate, inclusive and developmentally appropriate way and is closely linked to the school's safeguarding responsibilities.

The statutory elements of the curriculum are delivered in accordance with the Department for Education's Relationships Education, Relationships and Sex Education and Health Education: Statutory Guidance (July 2025), in force from 1 September 2026, and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

The policy also has regard to:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010, including the Public Sector Equality Duty
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Early Years Foundation Stage (EYFS) Statutory Framework
- National Curriculum in England, including relevant requirements for Science, Computing, Physical Education and Citizenship
- Relevant safeguarding, online safety, anti-bullying and domestic abuse guidance and legislation.

Relationships Education and Health Education are statutory at primary level. Sex Education is non-statutory at primary level. Where the school provides Sex Education, this is clearly identified within the curriculum and parents/carers have the right to request that their child is withdrawn from this provision, subject to the statutory provisions relating to Science.

Our PSHE and RSHE provision is designed to complement, rather than replace, the role of parents and carers. We recognise the importance of working in partnership with families and providing clear information about what pupils will learn.

The policy applies to all pupils, including those in the Early Years Foundation Stage, and should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Equality Policy and Online Safety Policy.

Policy Availability

This policy is published on the school website and is available to parents and carers and other interested parties on request.

The policy will be reviewed regularly and at least annually by the school. Parents and carers will be consulted when the policy is developed and reviewed, in accordance with the Department for Education's statutory guidance. Pupils and staff will also be given appropriate opportunities to contribute to the development and review of the PSHE and RSHE curriculum. Parents and carers can contact the school if they wish to discuss the policy or the content of the PSHE and RSHE curriculum.

Policy Aims and Objectives

This policy aims to outline how and why we teach PSHE and RSHE at Euxton Primrose Hill Primary School.

At Euxton Primrose Hill Primary School, we recognise that PSHE and RSHE play an important role in supporting pupils' personal development, health, wellbeing, relationships and safety. Our curriculum provides pupils with the knowledge, skills and understanding they need to make informed and responsible choices, develop positive relationships, respect themselves and others, and recognise and respond to situations where they may be at risk of harm.

We believe that PSHE and RSHE should complement the role of parents and carers and be taught in partnership with families. Teaching will be age-appropriate, developmentally appropriate, inclusive and responsive to the needs of our pupils and the wider community.

Our aims for PSHE (including RSHE) are to:

- Provide engaging, age-appropriate learning that develops pupils' knowledge, skills and understanding for life.
- Support pupils to develop positive mental and physical wellbeing, resilience, self-esteem and confidence.
- Help pupils develop healthy, respectful and caring relationships with others.
- Promote respect, dignity and equality and help pupils understand and respect differences between people and families.
- Help pupils understand their place within their family, school, local community and wider society.
- Develop pupils' ability to make informed, responsible and safe choices.
- Help pupils understand personal boundaries, privacy, body autonomy and consent in an age-appropriate way.
- Equip pupils with the knowledge and skills to recognise unsafe or harmful situations, including abuse, exploitation, harassment and harmful behaviour, and to know how and where to seek help.
- Develop pupils' understanding of physical and emotional changes as they grow and develop.
- Help pupils understand relevant laws and responsibilities in an age-appropriate way.
- Provide opportunities for pupils to develop the knowledge and skills needed to participate positively and responsibly in school and wider society.
- Work in partnership with parents and carers, recognising their important role in supporting children's personal, health and relationship education.

Creating a safe and supportive learning environment

At Euxton Primrose Hill Primary School, we recognise that PSHE and RSHE may involve discussion of sensitive or personal issues. We aim to create a safe, respectful and supportive

learning environment in which pupils feel able to participate, ask questions and express their views appropriately.

At the beginning of relevant lessons, teachers will establish clear ground rules with pupils. These will promote respectful listening, appropriate language and consideration for others. Teachers will use age-appropriate approaches, including distancing techniques, to enable pupils to discuss sensitive issues without feeling required to share personal experiences.

Pupils will be reminded that PSHE and RSHE lessons are not confidential. Staff will not promise to keep information shared by a pupil secret. Where a pupil discloses information which indicates that they or another person may be at risk of harm, the information will be shared with the Designated Safeguarding Lead (DSL) or deputy in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026.

Staff will respond to disclosures calmly, sensitively and without judgement. They will listen carefully, avoid leading questions, record concerns appropriately and report them to the DSL or deputy without delay. Staff will only share information with those who need to know in order to safeguard the child.

Pupils will be taught how to recognise situations in which they may feel unsafe or uncomfortable, including abuse, neglect, exploitation, sexual harassment, harmful sexual behaviour and online harm. They will be taught how to establish appropriate boundaries, how to seek help and how to report concerns to a trusted adult.

PSHE and RSHE teaching will be inclusive and accessible to all pupils. Teachers will consider pupils' individual needs, including SEND, prior experiences, vulnerabilities and additional barriers to communication or disclosure.

Staff who teach PSHE and RSHE will receive appropriate training and guidance on safeguarding, responding to disclosures, managing sensitive questions and creating a safe learning environment. All staff will follow the school's safeguarding procedures and the requirements of KCSIE 2026.

Where pupils indicate that they may be vulnerable or at risk, appropriate support will be provided through the school's safeguarding and pastoral systems.

Entitlement and equality of opportunity

Euxton Primrose Hill Primary School is committed to providing an inclusive PSHE and RSHE curriculum which is accessible to all pupils and complies with the requirements of the Equality Act 2010 and the Public Sector Equality Duty.

PSHE and RSHE will be taught in a way which promotes equality, respect and dignity and does not unlawfully discriminate against or harass pupils. Teaching will be age-appropriate, developmentally appropriate and sensitive to the needs and circumstances of individual pupils.

The curriculum recognises and respects the diversity of pupils, their families and their communities. When teaching about families and relationships, pupils will learn that families

may take different forms and that people may have different backgrounds, beliefs and circumstances, including families with same-sex parents.

Teaching will take account of pupils':

- age and developmental stage;
- individual needs and abilities;
- SEND and communication needs;
- prior knowledge and experience;
- cultural, religious and family backgrounds; and
- individual circumstances and vulnerabilities.

Appropriate reasonable adjustments, adaptations and additional support will be provided where required to ensure that pupils with SEND or other additional needs can access PSHE and RSHE effectively.

Teachers will use appropriate differentiation, resources and teaching approaches to ensure that all pupils can participate meaningfully. This may include visual resources, simplified language, repetition, pre-teaching of vocabulary, additional adult support, alternative methods of recording and small-group or individual support where appropriate.

We recognise that some pupils may be particularly vulnerable to abuse, exploitation, harmful sexual behaviour or other safeguarding risks. PSHE and RSHE will therefore provide appropriate opportunities for pupils to develop their understanding of personal boundaries, respectful relationships, consent, privacy, safety and how to seek help.

Where sensitive or contested matters arise, teaching will be factual, age-appropriate and consistent with the law and the Department for Education's statutory guidance. Staff will not promote or endorse a particular contested view as fact.

The school will monitor the accessibility and inclusivity of the PSHE and RSHE curriculum and make adjustments where necessary to meet the needs of our pupils.

Intended Outcomes

We believe that PSHE and RSHE should enable pupils to develop the knowledge, skills and attributes they need to lead healthy, safe, respectful and responsible lives. Through the curriculum, pupils are supported to understand themselves and others, develop positive relationships, make informed choices and recognise when they or others may need help or support.

We encourage pupils to play a positive role in contributing to the life of the school and wider community. Through opportunities such as the school council and other forms of participation, pupils develop an understanding of democracy, rights, responsibilities and their role as members of society.

The objectives of PSHE and RSHE are to enable pupils to:

- Develop the knowledge, skills and attributes needed to lead healthy, safe and responsible lives.
- Develop positive mental wellbeing, resilience, self-esteem and confidence.

- Understand and value the importance of caring, respectful and healthy relationships.
- Understand that families may take different forms and that people have different backgrounds, beliefs, circumstances and experiences.
- Develop positive friendships and relationships and communicate respectfully with others.
- Understand personal boundaries, privacy, body autonomy and consent in an age-appropriate way.
- Recognise behaviours that may be unsafe, harmful, abusive, coercive or exploitative and know how and where to seek help.
- Understand how to keep themselves safe, including when using digital technology and communicating online.
- Develop an age-appropriate understanding of physical and emotional changes as they grow and develop, including puberty.
- Understand the importance of physical health, mental wellbeing, healthy lifestyles and personal hygiene.
- Understand relevant laws, rules, rights and responsibilities in an age-appropriate way.
- Develop skills for communication, cooperation, conflict resolution, decision-making and setting appropriate boundaries.
- Understand how to recognise and report abuse, harassment, exploitation and harmful behaviour, both online and offline.
- Develop respect for themselves and others and contribute positively and responsibly to school and wider society.

The objectives of PSHE / RSHE are to enable the children to:

- Develop the knowledge, skills, and attributes needed for healthy, safe and responsible lives.
- Understand and value diverse families and relationships.
- Build respectful, kind, and inclusive relationships.
- Recognise unsafe or harmful behaviours and know how to report concerns.
- Be prepared for physical and emotional changes during growing up.
- Develop strong foundations for mental wellbeing, resilience, self-esteem, and citizenship.
- Understand the law as it relates to relationships, safeguarding, consent, online behaviour, and harmful practices.
- Develop skills for positive friendships, communication, conflict resolution, and boundary setting.
- Learn about personal safety, including online safety, privacy, body autonomy, and consent.
- Understand how to recognise, prevent, and report abuse, harassment, or exploitation, both online and in person, in line with safeguarding procedures.

British Values and SMSC (Spiritual Moral Social and Cultural)

Euxton Primrose Hill Primary School promotes pupils' spiritual, moral, social and cultural (SMSC) development across the curriculum and through the wider life and ethos of the school. PSHE and RSHE provide important opportunities for pupils to develop their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through PSHE and RSHE, pupils are supported to:

- understand the importance of democracy and how they can participate in decision-making;
- understand why rules and laws are necessary and how they help to keep people safe;
- understand their rights and responsibilities and develop respect for the rights of others;
- develop confidence to make appropriate choices and take responsibility for their actions;
- respect people who have different backgrounds, cultures, beliefs and experiences;
- understand the importance of fairness, equality, respect and tolerance;
- develop their ability to express their views appropriately while listening respectfully to the views of others; and
- contribute positively to their school, local community and wider society.

These values are promoted through PSHE and RSHE as well as through other areas of the curriculum, the school's behaviour and relationships expectations, pupil voice, the school council, assemblies, wider school activities and the everyday life and ethos of the school.

Teaching will encourage pupils to think critically, distinguish right from wrong, understand consequences, respect the law and recognise their responsibilities towards themselves and others.

The school will actively promote these values and will challenge behaviour or views that are contrary to the fundamental British values or that undermine equality, respect and the safety of others.

Learning and Teaching - Principles and Methodology

PSHE and RSHE at Euxton Primrose Hill Primary School are delivered through a planned, progressive and age-appropriate curriculum from Reception to Year 6. The curriculum is designed to meet the statutory requirements for Relationships Education and Health Education and to support pupils' wider personal development.

We use the 1Decision programme as a key resource to support the delivery of our PSHE and RSHE curriculum. The school remains responsible for ensuring that the content taught is appropriate for our pupils and meets statutory requirements.

Learning is organised progressively across the key areas of Health and Wellbeing, Relationships, and Living in the Wider World, with appropriate links to safeguarding, online safety, British Values and the wider curriculum.

Teaching is carefully sequenced so that pupils:

- develop knowledge and skills progressively from Reception to Year 6;
- receive protective and preventative teaching before they are likely to encounter relevant risks or experiences;
- revisit and build upon previous learning;
- develop age-appropriate knowledge and vocabulary;
- are able to apply their learning to realistic situations and everyday life; and
- receive additional or responsive teaching where identified needs, safeguarding concerns or emerging issues require it.

PSHE and RSHE teaching uses a range of active and participative approaches, including:

- discussion and questioning;
- paired and group activities;
- drama and role play;
- written and creative activities;
- videos and scenarios;
- problem-solving and decision-making;
- reflection and self-assessment; and
- age-appropriate consideration of real-life situations and dilemmas.

Teachers will use approaches which encourage pupils to think critically, consider different perspectives, communicate respectfully and make informed decisions. Where sensitive issues are discussed, teachers will use appropriate distancing techniques and will not require pupils to disclose personal experiences.

Each class will establish clear ground rules for PSHE and RSHE lessons. These will promote respectful listening, appropriate language and consideration for others.

Teaching will be responsive to the needs of pupils and the wider school community. Curriculum planning may be adapted in response to pupil voice, safeguarding information, emerging risks, local issues, changes in guidance and identified gaps in pupils' knowledge or understanding.

PSHE and RSHE will be delivered as part of a whole-school approach to wellbeing, positive relationships and safeguarding and will complement the school's other policies and procedures.

Where appropriate, learning will be linked to other areas of the curriculum and to opportunities within school life, including pupil voice, the school council, community activities and wider enrichment.

RSHE – Relationships, Sex and Health Education

At Euxton Primrose Hill Primary School, Relationships Education and Health Education form statutory elements of our PSHE curriculum. Our provision is delivered in accordance with the Department for Education's Relationships Education, Relationships and Sex Education and Health Education: Statutory Guidance (July 2025), which came into force on 1 September 2026.

The curriculum is carefully sequenced from Reception to Year 6 and is designed to provide pupils with the knowledge, skills and understanding they need to develop healthy relationships, maintain their physical and mental health, keep themselves safe and prepare for the opportunities and responsibilities of later life.

Relationships Education

Relationships Education is statutory at primary level. Pupils are taught about:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- relationships online;

- recognising and responding to behaviour which is unsafe, harmful or abusive;
- personal boundaries and privacy;
- body autonomy and the importance of seeking help;
- how to communicate respectfully and resolve conflict;
- how to recognise when a relationship or friendship is making them feel unhappy or unsafe; and
- where and how to seek help and support.

Teaching recognises that families may take different forms and that pupils should respect differences between families. This includes appropriate recognition of families with same-sex parents alongside other family arrangements. The content taught will always be age-appropriate and developmentally appropriate.

Health Education

Health Education is statutory at primary level. Pupils are taught about:

- mental wellbeing and emotional health;
- healthy lifestyles, physical health and fitness;
- healthy eating;
- personal hygiene;
- prevention of illness and the importance of vaccinations;
- basic first aid;
- the facts and risks associated with drugs, alcohol and other harmful substances;
- online safety and the potential impact of internet use on wellbeing;
- physical and emotional changes during puberty, including menstruation; and
- how and when to seek appropriate help and support.

Sex Education

Sex Education is non-statutory at primary level. Where Euxton Primrose Hill Primary School provides Sex Education beyond the statutory Science curriculum, this is clearly identified within the school's curriculum and policy.

The school recognises that pupils may encounter information about sex and relationships through the media, online environments, peers and other sources. Where appropriate, the school may provide carefully planned, age-appropriate Sex Education to ensure pupils receive accurate and reliable information and are able to understand and respond safely to information they may encounter.

Any Sex Education provided by the school will be age-appropriate, developmentally appropriate, inclusive and taught within the context of healthy, respectful relationships. Parents and carers have the right to request that their child is withdrawn from Sex Education provided by the school, except where the content forms part of the statutory Science curriculum. There is no right to withdraw from statutory Relationships Education, Health Education or relevant Science teaching.

The school will ensure that parents and carers are informed about the content of Sex Education and are able to view the curriculum materials used.

The Foundation Stage

Children in Reception receive personal, social, health and relationship education through the Early Years Foundation Stage (EYFS) curriculum and the wider life and ethos of the school. Provision is planned in accordance with the **EYFS Statutory Framework** and supports children's development, particularly in relation to Personal, Social and Emotional Development, Physical Development and Communication and Language.

At this stage, children are supported to:

- develop a positive sense of themselves and their own abilities;
- recognise, understand and manage their emotions;
- develop confidence and resilience;
- develop positive relationships and friendships;
- learn to cooperate, share and resolve disagreements appropriately;
- understand how to look after their bodies and maintain personal hygiene;
- develop healthy lifestyle habits, including healthy eating;
- develop appropriate independence in managing their personal needs;
- begin to understand personal boundaries and the importance of keeping themselves and others safe; and
- identify trusted adults and understand that they can seek help when they feel worried, unsafe or unsure.

Teachers use a range of age-appropriate resources and approaches to support this learning, including the 1Decision materials and Dilemma-Drop books where appropriate.

The Dilemma-Drop books provide opportunities for children to explore emotions and experiences which may arise in their lives, such as jealousy, worry, feeling left out and changes within families. Teachers use these resources sensitively and adapt them to the needs and circumstances of the children in their class.

Teaching in Reception is play-based, practical and developmentally appropriate. Children are given opportunities to practise social and emotional skills through everyday interactions, stories, role play, discussion and supported activities.

Where a child raises a concern or makes a disclosure indicating that they or another person may be at risk of harm, staff will follow the school's safeguarding procedures and report the concern to the DSL or deputy in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026.

Planning

Euxton Primrose Hill Primary School uses the 1Decision programme as a key resource to support the planning and delivery of PSHE and RSHE. The programme is supplemented and adapted where necessary to reflect the statutory requirements, the needs of our pupils and the context of our school and local community.

The school is responsible for ensuring that the curriculum provides appropriate coverage of the statutory requirements for Relationships Education and Health Education and that any Sex Education provided beyond the statutory Science curriculum is clearly identified.

Curriculum planning is progressive and carefully sequenced from Reception to Year 6. Teachers consider pupils' prior learning and knowledge when planning and delivering lessons, ensuring that key knowledge, vocabulary and skills are revisited and developed over time.

Teachers consider pupils' individual needs, including SEND, prior experiences, vulnerabilities and identified safeguarding or pastoral needs, when planning PSHE and RSHE provision. Appropriate adaptations and additional teaching are provided where necessary.

Curriculum planning is informed by:

- the statutory requirements and guidance for Relationships Education and Health Education;
- the National Curriculum, including relevant Science requirements;
- pupils' prior knowledge and assessment information;
- pupil voice;
- safeguarding and pastoral information, where appropriate;
- identified needs within the school and local community;
- feedback from parents, carers and staff; and
- relevant developments in guidance, legislation and emerging risks.

Teachers may adapt or supplement the 1Decision resources where this is necessary to ensure that learning is accurate, age-appropriate, accessible, relevant and responsive to pupils' needs.

The curriculum is reviewed regularly by the PSHE/RSHE subject leader to identify strengths, gaps and areas for development. Statutory coverage is reviewed to ensure that pupils receive the required knowledge and understanding by the end of primary education.

Teachers identify pupils' starting points and misconceptions through appropriate formative assessment and questioning. This information is used to inform subsequent teaching.

Assessment

Assessment in PSHE and RSHE is used to establish pupils' prior knowledge, identify misconceptions, assess learning and inform future teaching. Assessment focuses on the knowledge, understanding and skills pupils are expected to develop through the curriculum.

Teachers use a range of formative and summative assessment approaches appropriate to the age and needs of pupils. These may include:

- questioning and discussion;
- observation of pupils' participation and application of learning;
- baseline and retrieval activities;
- written, drawn and creative responses;
- quizzes and knowledge checks;
- scenario-based activities and decision-making tasks;
- pupil reflection and self-assessment;
- teacher assessment against planned learning outcomes; and
- review of recorded work.

Assessment is used to identify gaps in knowledge, misconceptions and areas requiring further teaching. Teachers use this information to adapt subsequent lessons and to ensure that pupils build on prior learning.

There is no requirement for pupils to receive a formal grade in PSHE and RSHE. The emphasis is on ensuring that pupils acquire and can apply the intended knowledge, understanding and skills.

Assessment will not require pupils to disclose personal experiences, feelings or circumstances in order to demonstrate learning. Teachers will ensure that assessment activities protect pupils' dignity, privacy and wellbeing.

The PSHE/RSHE subject leader monitors assessment practice and curriculum coverage to ensure that pupils are making appropriate progress and that identified gaps in learning are addressed.

A range of evidence may be retained to demonstrate pupils' learning and curriculum coverage, in accordance with the school's assessment and record-keeping arrangements.

Pupil Voice

At Euxton Primrose Hill Primary School, we value pupils' views and provide appropriate opportunities for them to contribute to the development and evaluation of PSHE and RSHE provision.

Pupil voice may be gathered through the School Council, questionnaires, surveys, discussions, pupil reflection and other age-appropriate activities.

Pupils' views are considered alongside statutory requirements, safeguarding information, curriculum priorities, assessment information and feedback from parents and staff when reviewing and developing the curriculum.

Pupil voice helps the school to ensure that PSHE and RSHE remains relevant, responsive and appropriate to the needs and experiences of our pupils.

Pupils are not expected to share personal or sensitive experiences in order to contribute to pupil voice activities.

Teaching Responsibility and Staff Training

The PSHE and RSHE curriculum is overseen by the PSHE Subject Leader, who is responsible for coordinating the curriculum, monitoring its implementation and ensuring that statutory requirements are appropriately reflected in curriculum planning and provision.

PSHE and RSHE may be taught by class teachers and other appropriately trained members of staff. All staff involved in delivery are expected to understand the purpose and content of the lessons they teach and to deliver them in an age-appropriate, inclusive and sensitive manner. Staff involved in PSHE and RSHE receive appropriate professional development and guidance to support effective teaching, including safeguarding, responding to disclosures, maintaining

appropriate boundaries, inclusive practice and responding appropriately to difficult or unexpected questions.

Where external visitors or organisations contribute to PSHE or RSHE provision, the school remains responsible for the content and quality of the teaching. The school will check that external contributions are appropriate for pupils' age and developmental stage, accurate, balanced and consistent with the school's policies and statutory requirements. Lesson plans and resources will be reviewed in advance where appropriate.

A member of school staff will remain present when external visitors deliver sessions and will retain responsibility for safeguarding and pupil welfare.

Staff will follow the school's safeguarding procedures when a pupil discloses a concern or when information arising from a PSHE or RSHE lesson gives rise to a safeguarding concern. Concerns will be reported to the Designated Safeguarding Lead or Deputy without delay in accordance with the school's safeguarding policy and KCSIE 2026.

Staff will not promise pupils confidentiality and will ensure that pupils understand that information may need to be shared where there is a concern about their safety or wellbeing.

Confidentiality and handling disclosures

PSHE and RSHE lessons provide opportunities for pupils to ask questions and discuss issues safely and respectfully. At the beginning of lessons, teachers will establish clear ground rules and explain that, although pupils' privacy will be respected, staff cannot promise confidentiality where there is a concern about a pupil's safety or wellbeing.

Pupils will not be required to disclose personal experiences or circumstances during lessons. Teachers will use appropriate distancing techniques, including fictional scenarios, case studies and hypothetical examples, where appropriate.

If a pupil discloses information that indicates they or another person may be at risk of harm, the member of staff will listen calmly, take the concern seriously and follow the school's safeguarding procedures. Information will be shared with the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

Staff will not investigate safeguarding concerns themselves or ask leading questions. They will make a clear and accurate record of the concern and the action taken, in accordance with the school's safeguarding procedures.

Pupils will be reminded of the trusted adults and reporting routes available to them within school. They will be encouraged to seek help if they are worried about themselves or someone else.

All staff delivering PSHE and RSHE will follow the school's safeguarding policy and the requirements of Keeping Children Safe in Education 2026.

Responding to pupils' questions

PSHE and RSHE lessons provide opportunities for pupils to ask questions and develop their understanding in a safe and respectful environment. Teachers will respond to questions in an

age- and developmentally appropriate way, taking account of the curriculum content being taught and the needs of the pupils.

Teachers will:

- listen carefully and respond calmly and sensitively;
- provide accurate, factual information appropriate to the pupil's age and stage of development;
- avoid unnecessary detail where this is not appropriate to the curriculum;
- use questions to identify misconceptions and inform future teaching;
- use agreed distancing techniques, such as fictional scenarios or case studies, where appropriate; and
- recognise when a question raises a safeguarding concern and follow safeguarding procedures.

Pupils may submit questions anonymously, for example through the class question box. Teachers will review questions before responding and will use their professional judgement to determine whether a question should be answered immediately, addressed through a planned lesson, answered individually, or referred to another appropriate member of staff.

Where a question relates to sex education content that is not included in the school's planned curriculum, the teacher will respond in accordance with the school's agreed approach and the requirements of the school's RSHE policy. Where appropriate, the teacher may explain that the subject is not covered within the school's curriculum and provide a brief, factual response or signpost the pupil to an appropriate source of information.

If a pupil asks a question that raises a safeguarding concern, including a disclosure or indication of abuse, exploitation, coercion or harm, the teacher will follow the school's safeguarding procedures and report the concern to the DSL or Deputy DSL without delay. Parents and carers will be involved where appropriate, taking account of the nature of the question, the child's wellbeing and any safeguarding considerations. Staff will not promise pupils confidentiality.

Sensitive Issues

PSHE and RSHE may involve topics that some pupils or families consider sensitive. Teachers will approach these subjects calmly, respectfully and sensitively, taking account of pupils' age, developmental stage, prior knowledge, individual circumstances and the context of the school.

Teaching will:

- use accurate, age-appropriate and evidence-informed information;
- use language that is respectful and inclusive of pupils and their families;
- avoid stereotyping or making assumptions about pupils' family circumstances, experiences, beliefs or identities;
- avoid requiring pupils to share personal experiences or information;
- use appropriate distancing techniques, such as fictional scenarios and case studies, where these help protect pupils' privacy;
- ensure that discussions do not result in bullying, discrimination, humiliation or social or emotional harm; and

- provide opportunities for pupils to ask questions and seek support from a trusted adult.

When teaching about families and relationships, pupils will learn about the different family structures they may encounter, including families with a mother and father, single-parent families, same-sex parents, adoptive and foster families, grandparents, kinship carers and other caring relationships.

Teaching will not reinforce harmful stereotypes, including stereotypes based on sex, gender reassignment, race, religion or belief, disability or sexual orientation. Pupils will be supported to understand that stereotypes can be harmful and can contribute to prejudice and discrimination.

Where teaching touches on biological sex, gender reassignment or other matters that may be contested or sensitive, information will be presented accurately, age-appropriately and in accordance with the current Department for Education statutory guidance. The school will not present contested views as established fact.

Teachers will use correct biological terminology appropriate to the age and developmental stage of pupils. Where pupils use informal or inaccurate terminology, teachers will respond sensitively and model appropriate language.

If a sensitive discussion raises a safeguarding concern, staff will follow the school's safeguarding procedures and report the concern to the DSL or Deputy DSL without delay.

Parent and Carer Involvement

Euxton Primrose Hill Primary School recognises parents and carers as the primary educators of their children and values their partnership in supporting pupils' personal, social, emotional, physical and health development.

The school will proactively engage and communicate with parents and carers about PSHE and RSHE. Parents and carers will be given appropriate opportunities to understand the purpose and content of the curriculum, ask questions and raise concerns.

When developing and reviewing the RSHE policy, the school will consult parents and carers in accordance with the Department for Education's statutory guidance.

Information about the curriculum may be shared through the school website, letters, newsletters, parent meetings, curriculum information and other appropriate communication methods. The school will provide parents and carers with information about relevant RSHE content in advance where appropriate.

Parents and carers will be able to view the curriculum materials used for RSHE. Where external resources or providers are used, the school will ensure that parents and carers can access the materials in accordance with the Department for Education's statutory guidance and applicable copyright requirements.

The school welcomes questions and concerns from parents and carers and will respond respectfully and appropriately. The school will explain the statutory nature of Relationships

Education and Health Education and the distinction between these subjects and any non-statutory Sex Education.

Parents and carers cannot withdraw their child from statutory Relationships Education, Health Education or Science. Where the school provides Sex Education as part of its primary curriculum, parents and carers have the right to request that their child is withdrawn from this provision, except where content forms part of the statutory Science curriculum. The school's arrangements for withdrawal are set out in the Withdrawal from Sex Education section of this policy.

The school recognises that families have different backgrounds, cultures, beliefs and experiences. Teaching will be inclusive and respectful, while ensuring that statutory content is taught accurately and appropriately.

Parents and carers are encouraged to support their children by talking about the themes covered in PSHE and RSHE and by accessing information and resources shared by the school. The school will support parents and carers in having age-appropriate conversations with their children about relationships, health, safety and growing up.

Withdrawal from Sex Education

Relationships Education and Health Education are statutory components of the primary curriculum. Parents and carers do not have the right to withdraw their child from statutory Relationships Education or Health Education.

Parents and carers also cannot withdraw their child from content taught as part of the statutory Science curriculum, including scientific teaching about puberty, human development and sexual reproduction.

Sex Education is not compulsory in primary schools. Where Euxton Primrose Hill Primary School provides Sex Education in addition to the statutory Relationships Education, Health Education and Science curriculum, parents and carers have the right to request that their child is withdrawn from some or all of this Sex Education.

In accordance with the Department for Education statutory guidance, the Headteacher will automatically grant a request from a parent or carer to withdraw their child from primary Sex Education, except where the content forms part of the statutory Science curriculum.

Before a withdrawal request is actioned, the Headteacher may discuss the request with the parent or carer and, where appropriate, the pupil. This provides an opportunity to clarify the nature and purpose of the provision, explain the benefits of Sex Education and discuss any potential impact of withdrawal.

Where a pupil is withdrawn from Sex Education, the school will provide appropriate and purposeful education during the period of withdrawal.

The school will make clear to parents and carers which elements of the curriculum are statutory Relationships Education, Health Education or Science, and which elements constitute additional Sex Education.

Requests for withdrawal should be made to the Headteacher in writing. Parents and carers may contact the school office for further information about the content of the programme and the school's arrangements.

KidSafe and External Safeguarding Education

The school may use appropriately selected external organisations and resources, including KidSafe, to complement its PSHE, RSHE and safeguarding provision.

External sessions may support pupils' understanding of personal safety, private body parts, healthy boundaries, trusted adults, consent, appropriate and inappropriate behaviour, online safety, sharing of images and how to report concerns.

The school remains responsible for ensuring that any external provision is appropriate for the age and developmental stage of pupils and is consistent with the school's curriculum, safeguarding arrangements and statutory requirements. Resources and session content will be reviewed by the school where appropriate before delivery.

A member of school staff will remain present during external sessions and will retain responsibility for pupils' safeguarding and wellbeing.

Teaching about online safety will reflect current risks, including the sharing of self-generated intimate images or videos and the potential for images or videos to be manipulated or generated using artificial intelligence.

Pupils will be taught how to recognise situations that may make them feel unsafe, how to establish appropriate boundaries, how to seek help from trusted adults and how to report concerns about themselves or others.

Any safeguarding concern or disclosure arising from an external session will be managed in accordance with the school's safeguarding policy and reported to the Designated Safeguarding Lead or Deputy DSL without delay.

The use of external providers will not replace the school's planned PSHE, RSHE or safeguarding curriculum.

Appendix 1 – 1Decision PSHE/RSHE Learning Outcomes

The following pages provide examples of the learning outcomes contained within the 1Decision programme used to support the delivery of PSHE and RSHE at Euxton Primrose Hill Primary School.

The 1Decision programme is a supporting resource and does not replace the school's responsibility for ensuring that statutory Relationships Education and Health Education requirements are fully met.

The school will adapt or supplement the programme where necessary to ensure that statutory content is covered accurately, appropriately and progressively.

Where content constitutes Sex Education beyond the statutory Science curriculum, this will be clearly identified within the school's curriculum planning and will be subject to the school's arrangements for parental withdrawal.



Friendship

Learning Outcomes

By the end of the lesson, you should:



- Understand how to be a good friend
- Be able to recognise kind and thoughtful behaviours
- Understand the importance of caring about other people's feelings
- Be able to see a situation from another person's point of view



Bullying

Learning Outcomes

By the end of the lesson, you should:



- Be able to name a range of feelings
- Understand why we should care about other people's feelings
- Be able to see and understand bullying behaviours
- Know how to cope with these bullying behaviours



Body Language

Learning Outcomes

By the end of the lesson, you should:



- Be able to recognise and name a range of feelings
- Understand that feelings can be shown without words
- Be able to see a situation from another person's point of view
- Understand why it is important to care about other people's feelings



Touch

Learning Outcomes

By the end of the lesson, you should:



- Understand the difference between appropriate and inappropriate touch
- Know why it is important to care about other people's feelings
- Understand personal boundaries
- Know who and how to ask for help
- Be able to name human body parts



Relationships

Learning Outcomes

By the end of the lesson, you should be able to:



- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable



Puberty

Learning Outcomes

By the end of the lesson, you should be able to:



- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty



Conception

Learning Outcomes

By the end of the lesson, you should be able to:



- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent