



Read St John's CEP School

PSHE

(including Relationships and Sex Education (RSE))

Policy 2026

Overview/Introduction:

The PSHE policy will promote our school ethos. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the 'School Council'. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community.

The PSHE Curriculum at Read St John's CEP school is taught with the Life Lessons programme which has been adapted to suit the needs of the children within our school and is aligned with the nationally approved body for PSHE, the PSHE Association. The programme is updated to ensure that it aligns with the Statutory RSHE guidance of 2025 for implementation in 2026. The intention of PSHE lessons within our school is to ensure that children are adequately prepared for their lives in Modern Britain and are able to contribute to their communities positively.

Subject Content

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

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

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

(PSHE Association, 2024)

As part of PSHE at our school, the statutory elements of relationships and health education from the DfE RSHE guidance are included within the curriculum content. These are taught progressively through the use of age-appropriate materials across the year groups and taught through regularly timetabled lessons once a week to ensure that the coverage is effective.

Definitions and Delivery

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco, health and prevention, changing adolescent body, internet safety and harms and first aid.



Sex education is a programme of teaching about a loving relationship and conception, (how a baby is made). We have made the decision to teach this non-statutory element of the curriculum in order to ensure that children are adequately prepared with scientific and factual knowledge ahead of their transition to secondary school. This is a lesson that can be withdrawn from should parents/carers wish (see right to withdraw)

Sample withdrawal form can be found in the appendix of this policy.

Statutory Requirements

We are required to teach relationships and health education (RHE) as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that both the relationships and health education elements are statutory. To ensure this is covered, we use Life Lessons, which is aligned to the PSHE Association to provide age-appropriate lessons to prepare the children for the world.

An overview of the content that is taught can be found in the appendix of this policy.

The Department for Education recommends that all primary schools should have programme that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. As part of health education, children are taught the scientific vocabulary for names of the body parts (including the names of external genitalia) as well as the changes that will happen to their body during puberty. These have been carefully mapped into the curriculum at appropriate times throughout a child's primary learning journey.

As part of relationships education, children are taught about caring friendships and families. They are taught how to maintain friendships and provide clear boundaries and consent to ensure they can assertively 'say no' and seek help if a friendship or relationship is making them feel worried or unhappy.

In addition, we have chosen to teach the non-statutory element of sex education (conception) which is the content which goes above and beyond what is to be taught by the National Curriculum in Science. This lesson about how babies are conceived is a lesson that parents and carers may choose to withdraw from should they wish.

Linked to the National Curriculum for Science, pupils will learn about human life cycles and how a baby is conceived and born. Parents and carers may only remove their child from the non-statutory elements of RSE and must discuss this with the class teacher.

Right to withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. Requests for withdrawal should be put in writing and addressed to the Head teacher. Parents cannot withdraw their child from any part of Relationship Education or Health education (including puberty education) as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. Alternative work will be given to pupils who are withdrawn from Sex Education.

Should parents wish to view any materials that are being used to deliver any lessons within the PSHE curriculum, they are welcome to do so and should make a prior arrangement with the office for a mutually



convenient time for the PSHE lead and the class teacher to share these. As the majority of lessons are held on an online portal, there will be limited physical materials to send home so parents would be encouraged to visit school to view the platform.

How the subject is taught

Teaching is progressive and builds on prior knowledge so that the content is age- appropriate and (building knowledge progressively). There are additional themed weeks throughout the year which link to fundraising, courageous advocacy and general awareness weeks which are shared with the children to further enhance the curriculum. In addition, Picture News is shared with the children in class to share current affairs and link these with the British Values as well.

The lessons are delivered weekly and are taught by an adult familiar to the children and wherever possible, the class teacher is responsible for the bulk of the content delivery.

The curriculum content may be supplemented and enhanced by the use of external visitors and providers who are checked by school and have had the relevant safeguarding procedures shared with them.

In EYFS the PSHE curriculum is embedded through play, daily routines and structured activities, focusing on building independence, emotional regulation, social skills and awareness of the world. Key, consistent, and child-led experiences allow the children to develop empathy, respect for others, and resilience, aligning with the prime areas of learning (PSED, Physical, Communication)

A member of staff will be present during the delivery of any content supplied by external visitors and content will be checked ahead of the delivery to ensure that it is appropriate for the needs of the children it is aimed at. This system will apply to PSHE focused visitors and parents will be informed of these sessions ahead of time. In the past, we have welcomed visitors such as nurses, vets, the Guide Dog Association and more to enhance the provision our children receive, and we will continue to provide these opportunities to the children with full transparency with adults at home. Providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils.

Responsibilities

PSHE at Read St John's is a whole school endeavour to ensure that our children are as prepared as possible for their lives once they leave their time with us. To this end, all staff play a crucial part in the effective delivery and implementation of the curriculum. These roles are detailed below:

Head teacher: responsible for ensuring that the policy and curriculum have been shared with the governing body and approved ahead of the delivery within school. Alongside SLT and PSHE Lead, there are opportunities to provide staff with relevant CPD to enable effective delivery of the content.

PSHE lead: responsible for the development of the curriculum, the monitoring of the implementation and impact alongside the SLT and head teacher. Responsible for supporting the effective CPD of teaching staff by engaging in regular updates for PSHE and disseminating information as appropriate.

Class teachers: responsible for the effective delivery of the PSHE curriculum content, capturing the evidence of this input and using this to inform future planning which is age and stage appropriate for the children within the class.



Teachers delivering PSHE: all teachers delivering all or part of the PSHE curriculum should do so in line with the planned overviews and using the approved resources as set put by school. They are to teach the curriculum in line with the policies in place within school and ensure that they respond to any difficult questions in line with this policy and safeguarding procedures as necessary.

Support staff: Responsible for supporting children in their learning and supporting the teacher in any delivery of sensitive topics.

Pastoral staff: Are aware of any additional needs or children who may need further support in a specific topic whether this is through the supporting of pre-teaching of materials or additional reactionary intervention should it be needed.

Governors: are responsible for approving the policy and working with school to ensure that the implementation of the policy and curriculum is being delivered.

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

Accessibility for All Pupils

For any children who may have SEND needs or specific needs, quality first adaptive teaching is used as a first means to ensuring inclusivity within lessons. These adaptations may include support from adults or peers; adapted materials; pre-teaching content where needed; careful consideration resources and classroom layout.

In addition to this, careful consideration is taken to ensure that any children who may have other barriers to learning are identified and supported as needed to ensure that they can access the curriculum effectively. This will include considering any vulnerabilities children may have or being aware and responsive to any content that is being taught that may require further intervention or support. For example, the consideration of barriers held by children who may be young carers, children looked after or previously looked after, EAL, new to country, children who have experienced trauma etc.

Where necessary, discussions with parents/carers will take place to ensure that the most appropriate provision is put in place to ensure that these children are able to access an inclusive education that suitably prepares them for the world.

Monitoring and Evaluation

Monitoring and evaluation takes place annually by the PSHE leads to ensure that the curriculum delivery is robust and is aligned with the curriculum overviews. This is done by the use of book looks, pupil voice and lesson visits to triangulate the effectiveness of the curriculum delivery and impact.

Parental Access to Curriculum Materials

Should parents wish to view any materials that are being used to deliver any lessons within the PSHE curriculum, they are welcome to do so and should make a prior arrangement with the office for a mutually convenient time for the PSHE lead and the class teacher to share these.

As the majority of lessons are held on an online portal, there will be limited physical materials to send home so parents would be encouraged to visit school to view the platform.



School has an open door policy and there is full transparency for parents to view the chosen materials and discuss these should they wish to.

Answering Questions

Responding to pupils' questions

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum.

Where a question is asked, and the member of staff wishes to have more time to find an appropriate answer, the child will be told that an adult will provide them with a suitable answer away from the lesson and remind children not to use search engines to find their own answers.

Where children ask questions which fall outside the content covered within our curriculum (e.g. where a child may ask in a younger year group about how a baby is made) staff will thank the child for their question and respond in a positive way. An example of this may be to say 'that's a really interesting question, not something we are talking about at this minute, but we can come back to this at a better time. Let's write it in the question box for now'.

The staff member leading the lesson will then report this to the PSHE leader within school or SLT as necessary, who will work together to create a solution. Before a question is answered, contact will be made with parents and carers to inform them of the question and proposed suggestions for how parents may wish to address this with the child at home. School will also discuss any support that parents/carers may need and offer this where possible.

Questions are responded to by staff in a factual nature and using the correct scientific vocabulary (doctor's words) where required.

If a safeguarding issue is raised during a lesson or by an anonymous question, we will ensure that action is taken in accordance with the Safeguarding and Child Protection Policy.

Policy Development and Review

This policy has been written by the PSHE lead in line with the DfE guidance and shared with staff along with the curriculum overviews. Additionally, this policy has been shared with governors for approval and with the parents through a consultation process to ensure transparency. This is to ensure that all stakeholders are aware of the policy and how this aligns with the Statutory guidance of 2026.

This policy will be reviewed on a bi-annual basis or sooner should there be any significant change to the delivery or content of the curriculum beforehand. Should this happen, a further consultation will take place to share with all stakeholders any significant changes that have taken place.

The policy is approved by the governing body and head teacher and will come into effect from September 2026 in line with the new guidance implementation. This policy also complements the following guidance and policies:

- Education Act (1996)
- Learning and Skills Act (2000)



- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Appendices

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

- Sample parental withdrawal form.

RSE Withdrawal Request (to be completed by parents)			
Student's Name:		Form	
Name of Parent		Date	
Reasons for withdrawing student from sex education:			
Parent Signature:			
Agreed Actions (to be completed school)			
Staff Name		Date	
Agreed actions from the discussions:			
Staff Signature:			