

St.Peter's PSHE Including Relationships and Sex Education (RSE) Policy 2026 (Draft)

Overview/Introduction

At St. Peter's our vision for PSHE is that all children develop the knowledge and skills they need to keep themselves healthy, safe and prepared for life in our ever-changing world. We aim to develop children's confidence and resilience to enable them to make positive choices in their lives.

Our whole school values are belonging, kindness, peace and courage, we encourage our children to think about these values in every aspect of school life. Our curriculum also promotes the spiritual, moral, social, cultural, mental and physical development of pupils. We promote values by ensuring that right from EYFS the children are familiar with SMSC and British Values. These values are displayed and referred to regularly at any part of the school day or in any lesson when they might arise. These values will also be covered extensively through the PSHE curriculum.

While promoting the values above and meeting statutory requirements (in-line with statutory 2025 guidance), we will ensure that pupils are offered a broad and balanced curriculum designed to meet their needs by using relevant local data and school information (CPOMS and attendance) related to Relationships/Health/PSHE Education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment Survey, Health LSIP, which includes the school's NCMP weighing and measuring data for Reception and Year 6 pupils, along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

Subject Content

As part of PSHE, the statutory elements of relationship and health education are included within the curriculum content.

Our PSHE curriculum is tailored to meet our children's needs and through the following themes.

In EYFS

- Self-confidence and self-awareness
 - What makes me, me?
 - What makes me happy?
- Managing feelings and behaviour

- How should we treat each other?
 - How do I feel?
- Relationships
 - How can I be a good friend?
 - Who can I trust?

In Years 1 - 6

- Self-awareness
 - Kind and unkind behaviours
 - Things we are good at
 - Working and playing together
 - People who are special to us
 - Getting on with others
- Managing feelings
 - Identifying and expressing feelings
 - Managing strong feelings
- Self-care, support and safety
 - Taking care of ourselves
 - Keeping safe
 - Trust
 - Keeping safe online
 - Public and private
- Growing and changing
 - Baby to adult
 - Different types of relationships
 - Dealing with touch
 - Changes in puberty (Year 4 onwards)
- Healthy lifestyles
 - Healthy eating
 - Taking care of physical health
 - Keeping well

- The world I live in
 - Respecting differences between people
 - Jobs people do
 - Rules and laws
 - Money
 - Taking care of the environment
 - Belonging to a community

There is transparency in what is taught and parents are able to view materials and see samples of resources for lessons. To do this please contact the school office.

How the Subject is taught

Teaching is progressive and builds on prior knowledge so that the content is age-appropriate. Class teachers teach PSHE weekly and cover the content above. There are also themed weeks or days across the year such as road safety week, water safety week and safer internet day.

Curriculum content may be enhanced by the use of external visitors and providers who are checked by school and have relevant safeguarding procedures shared with them. They have been chosen to benefit the learning of the children and the needs of the children within school. We currently use Global Policing for Years 5 and 6 and Mini Medics for Year 5. Parents are informed of any additional external visitors.

We recognise that our school community is continually evolving, and we are committed to addressing any relevant topics, issues or concerns that may arise. PSHE will remain flexible and responsive, ensuring children are supported to understand and navigate the challenges and opportunities of an ever-changing world. Therefore, topics may move or be changed depending of the needs of each cohort.

Responsibilities

Emma Moss, the headteacher is responsible for:

- Ensuring the policy is implemented consistently across the school.
- Ensuring all staff understand and follow safeguarding and child protection procedures.
- Approving the use of external providers and ensuring appropriate checks and risk assessments are completed.
- Supporting staff to manage sensitive questions in line with the policy and safeguarding procedures.
- Reporting to governors on implementation, impact and any areas for development.

Claire Wise, the PSHE subject leader is responsible for:

- Developing and reviewing the curriculum and policy.
- Ensuring lesson content and resources are age-appropriate, accurate and aligned with statutory guidance.
- Providing staff guidance, training and support.
- Monitoring the quality of education through curriculum reviews, pupil voice activities, work scrutiny and staff feedback.
- Supporting staff in responding to questions from pupils in line with the policy.
- Liaising with external organisations and ensuring their input complements the school's curriculum.
- Reviewing the effectiveness and impact of PSHE provision.

Class teachers teaching PSHE are responsible for:

- Delivering lessons using approved curriculum content, resources and teaching approaches.
- Following the school's policy when answering pupils' questions.
- Maintaining appropriate professional boundaries and using accurate, balanced information.
- Following safeguarding and reporting procedures where concerns or disclosures arise.
- Assessing learning and adapting provision to meet pupils' needs.

Support Staff are responsible for:

- Supporting the delivery of lessons where appropriate.
- Reinforcing school expectations, values and key learning messages.
- Promoting inclusion and supporting pupils with additional needs.
- Following safeguarding procedures and reporting any concerns promptly.
- Referring questions or issues beyond their role to the class teacher or relevant lead.

Governors are responsible for:

- Ensuring the school meets its statutory responsibilities.
- Reviewing and approving the policy in line with the school's governance procedures.
- Monitoring implementation and the quality of education through reports from school leaders.
- Holding leaders to account for the effectiveness, inclusivity and impact of provision.
- Ensuring adequate resources, training and support are available for effective delivery.
- Supporting the school's commitment to safeguarding and pupil wellbeing.

Right to withdraw

The right to withdraw is from sex education only and not relationships education. As a school, we have chosen **not to teach sex education beyond the statutory requirements**. If questions arise, they will be addressed in an age-appropriate manner, following a discussion with parents to determine whether they prefer to answer the question at home or would like the school to respond.

Accessibility for All pupils

Our curriculum has been created alongside the SEND framework to ensure all lessons, in all year groups, can be adapted to meet the needs of all children including children with SEND. Children with SEND can then be tracked as they move up through the school when themes are revisited in each year group.

Children with vulnerabilities will be identified and supported as needed e.g. CLA/ young carers/ACES etc.

Monitoring and Evaluation

The Head Teacher/SLT and PSHE lead monitor class folders and individual journals with the pupil's permission. They will also carry out learning walks and pupil voice to ensure that children can talk about what PSHE is, what it covers and talk about their progress in the subject.

Support will be given to staff with planning and resources. All staff have access to the PSHE Association and the quality assured resources they provide. The PSHE lead will carry out staff and pupil questionnaires to ensure staff are confident and comfortable teaching the content.

Parental Access to Curriculum Materials

The policy is available to parents and carers through the school website. Parent and carer information meetings and updates will be planned when appropriate. Parents and carers are informed of the content of the lessons by having access to the policy and curriculum overviews on the school website. Parents can view materials used and see samples of resources from lessons by contacting the school office.

Answering Questions

We will answer pupils' questions honestly and accurately within an agreed developmentally appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. This includes:

- All classrooms have an 'ask it' basket all the time as questions may be linked to any topic.
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space.
- If the teacher or visitor (link to Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket.
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people.
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:
 - The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson.
 - Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
 - There needs to be a safeguarding response.
 - A record of questions asked and how they were dealt with will be kept for safeguarding reasons or to inform future curriculum planning.

- Parents will be informed as required and consulted on the course of action taken to answer questions as needed.
- If parents wish to be supported to answer questions, school will do this as far as possible.

Policy Development and Review

This policy will be reviewed bi-annually, unless there are any significant changes to the policy or delivery of the curriculum, in which case, it will be sooner.

The policy has been developed alongside the Lancashire PSHE consultant, stakeholders within school and the community, families and school governors.

It will be reviewed by the PSHE Lead and Headteacher.

Appendices

Statutory guidance: Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)

PSHE Association: PSHE education Curriculum Model