



St Clement & St James, St Thomas' & Princess Frederica
CE Primary Schools
Personal, Social, Health and Economic Education (PSHE) &
Relationships and Sex Education (RSE) Policy
Date written/updated: May 2026
(by Anna Mulry & Rebecca Brierley)

Partnership vision

'Belonging, learning and growth for life in all its fullness'

Our vision is rooted in biblical teaching as defined by John 10:10:

*'I have come that they may have **life**, and have it to the **full**'*

Belonging - Everyone included, everyone welcome

Learning - Love to learn and gain knowledge

Growth - grow spiritually in confidence and courage

The governing body of LifeFull Schools adopted this policy in May 2026.

1. School Vision and Values

At LifeFull Schools, we seek to create a learning community where every child is known, valued and supported to flourish academically, socially, emotionally and spiritually. Our approach to Personal, Social, Health and Economic Education (PSHE) & Relationships and Sex Education (RSE) is rooted in our commitment to dignity, belonging, respect and inclusion.

As Church of England schools, all teaching of Personal, Social, Health and Economic Education (PSHE) & Relationships and Sex Education (RSE) will be in the context of our Christian values. We will approach this aspect of our

responsibility in a spirit of openness, co-operation and compassion. As Church of England schools, we believe every child is uniquely made in the image of God and therefore everything we do is rooted in our commitment to dignity, belonging, respect and inclusion – it is our aim that all children feel and know this.

We also recognise, as detailed below, the vital role of parents as children's first educators and will seek to support them as much as possible. This policy has been developed in line with our Equality Duty (published separately) and the Public Sector Equality Duty. We will ensure that at all times we will seek to promote equal opportunities and good relations, avoiding discrimination against anyone for reasons of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Appropriate action will be taken in cases of harassment and discrimination.

We give special attention and regard to the Valuing All God's Children guidance which is produced by the Church of England Education Office. This policy also aligns with our approach to pupils' spiritual, moral, social and cultural development (SMSC). School leaders, staff, parents, and governors have worked together to agree this policy for PSHE & RSE, in line with requirements of the National Curriculum and Department for Education guidance.

Our curriculum promotes:

- respect for self and others
- kindness, empathy and compassion
- inclusion and belonging
- safeguarding and personal safety
- resilience and emotional wellbeing
- equality and anti-discrimination
- responsible citizenship
- healthy relationships and communication

PSHE and RSE are embedded throughout school life through lessons, assemblies, circle times, pastoral support, collective worship, reading materials, pupil voice and wider school culture.

2. Aims of this Policy

This policy aims to:

- reflect the ethos and values of LifeFull Schools
- provide a safe framework in which sensitive issues can be explored appropriately
- comply with statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from September 2026
- support safeguarding and child protection responsibilities
- help pupils develop positive relationships based on dignity and mutual respect
- teach pupils how to stay safe both online and offline
- support pupils to understand emotional wellbeing and mental health
- develop pupils' confidence, resilience and self-worth
- prepare pupils for puberty and changes to their bodies
- teach pupils the correct scientific vocabulary to describe their bodies
- promote equality, inclusion and respect for diversity
- challenge prejudice, discrimination, racism, antisemitism and harmful stereotypes
- ensure pupils understand consent, boundaries and personal safety in age-appropriate ways
- support pupils to become healthy, responsible and active members of society

- ensure accessibility for all pupils, including those with SEND

3. Statutory Guidance and Legal Framework

This policy has been developed with reference to:

- [Department for Education statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2026\)](#)
- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children](#)
- [Children and Social Work Act 2017](#)
- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Education Act 1996](#)
- [DfE Political Impartiality Guidance](#)
- [Domestic Abuse Statutory Guidance](#)
- [National Curriculum in England](#)
- [Early Years Foundation Stage Framework](#)
- [Promoting Fundamental British Values guidance](#)
- [School Safeguarding Policy](#)
- [LF Relationships and Behaviour Policy](#)
- [LF Anti-Bullying Policy](#)
- [LF Online Safety Policy](#)

4. Definition of PSHE and RSE and PSHE

Personal, Social, Health and Economic Education (PSHE) & Relationships and Sex Education (RSE) is lifelong learning about physical, moral, emotional and social development. It involves acquiring knowledge, understanding and skills that enable pupils to:

- form positive and respectful relationships
- understand healthy friendships and family relationships
- recognise unsafe situations and seek support
- understand physical and emotional development
- develop emotional literacy and resilience
- stay safe online and offline
- respect differences and challenge discrimination
- understand consent and personal boundaries
- make informed and healthy choices

PSHE provides the broader framework through which pupils develop knowledge, skills and attributes for life. RSE forms a key part of the wider PSHE curriculum.

RSE is **not** about the promotion of sexual activity.

5. Curriculum Intent and Content

Our PSHE and RSE curriculum is taught progressively from Early Years through to Year 6 and reflects the age, maturity and needs of pupils.

Teaching will always be:

- age-appropriate
- inclusive
- evidence-informed
- sensitive to pupils' backgrounds and experiences
- developmentally appropriate
- delivered in a safe learning environment

The curriculum supports pupils to develop:

- communication skills
- emotional literacy
- resilience
- self-awareness
- empathy
- confidence
- safeguarding awareness
- healthy relationship skills

Core Curriculum Themes

The curriculum includes teaching about:

Relationships Education

- families and people who care for us
- creating and maintaining positive friendships
- developing safe and respectful relationships (including online)
- safety, including online
- promoting good health and carrying out first aid
- belonging and inclusion
- anti-bullying
- consent and boundaries
- discrimination and prejudice
- respect for different faiths, cultures and backgrounds
- caring for the environment and our communities

Health Education

- mental wellbeing
- emotional regulation
- internet safety and online harms
- healthy lifestyles
- healthy eating

- physical health and fitness
- sleep and self-care
- drugs, alcohol and tobacco education
- health prevention
- basic first aid
- puberty and changing adolescent bodies

Safeguarding and Online Safety

In line with the updated 2026 guidance, the curriculum includes increased emphasis on:

- online safety
- harmful online content
- healthy online behaviour
- image sharing
- manipulation and coercion
- recognising unsafe or abusive behaviour
- consent and body autonomy
- media literacy
- misinformation and online influence
- knowing how and where to seek help

Primary-aged pupils are taught protective behaviours, online safety, body boundaries and how to seek support if exposed to upsetting or inappropriate content.

Sex Education

At LifeFull Schools, sex education is taught in Year 6 as part of a broader programme on puberty, human development and healthy relationships.

Sex education refers specifically to learning about:

- human conception
- sexual intercourse
- reproduction
- pregnancy and birth

Teaching is factual, age-appropriate and delivered sensitively.

Pupils are taught:

- the importance of consent and respect
- body autonomy
- the law relating to sexual behaviour in an age-appropriate context
- how healthy relationships are built on trust, care and mutual respect

6. Curriculum Organisation and Delivery

LifeFull Schools uses a progressive and spiral curriculum approach to PSHE and RSE.

The school uses a [Kapow PSHE and RSE scheme of work](#), alongside additional safeguarding, wellbeing and online safety resources. We have tailored the scheme to suit the specific needs of our pupils, selecting which lessons are most relevant and making adaptations where appropriate. For example, the scenario in a lesson about safety can be made more relevant to an urban rather than rural setting.

Themes are revisited and developed progressively across year groups.

The curriculum is organised around the following themes:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic well being
- Identity

PSHE and RSE and PSHE are delivered through:

- discrete curriculum lessons
- assemblies and collective worship
- circle time and discussion
- cross-curricular teaching
- reading texts and literature
- pupil voice opportunities
- themed safeguarding activities
- pastoral support systems

Teaching may be delivered by:

- class teachers
- trained support staff
- school nurses
- carefully selected external agencies

Where external providers are used, the school will ensure:

- content aligns with statutory guidance
- materials are age-appropriate
- safeguarding procedures are followed
- resources are shared with school leaders beforehand

7. Inclusion, Equality and Accessibility

LifeFull Schools is committed to ensuring PSHE and RSE are inclusive and accessible to all pupils.

Teaching will:

- reflect the diverse nature of society
- promote inclusion and belonging
- challenge stereotypes and prejudice
- support pupils with SEND
- consider pupils' religious and cultural backgrounds
- maintain high expectations for all learners

The curriculum complies with the Equality Act 2010.

Adaptations may include:

- differentiated teaching
- visual supports
- simplified language
- pre-teaching vocabulary
- small group or individual support
- adapted resources
- additional pastoral support

Pupils with SEND will receive teaching that supports preparation for adulthood, relationships, independence and personal safety.

8. Safeguarding and Confidentiality

PSHE and RSE are central to the school's safeguarding responsibilities and are part of our proactive, rather than just a reactive, approach to safeguarding.

Teaching supports pupils to:

- identify unsafe situations
- recognise abuse and coercion
- understand consent and boundaries
- know how to seek help
- identify trusted adults
- stay safe online and offline

Teachers cannot offer unconditional confidentiality.

If a pupil discloses information suggesting they or another child may be at risk of harm, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead.

Questions raised by pupils will be answered honestly, appropriately and sensitively. Staff may choose to respond individually where questions are not appropriate for whole-class discussion. Staff will communicate with parents where pupils raise questions or concerns that it would be beneficial for parents to be aware of, so that home and school can work together to support the child appropriately and continue any necessary conversations sensitively and consistently.

9. Working with Parents and Carers

LifeFull Schools recognises parents and carers as primary educators.

We are committed to working in partnership with families and maintaining open communication about PSHE and RSE. More information about PSHE and RSE specifically for parents and carers can be found on the [following page of the Kapow website](#).

The school will:

- consult parents when reviewing the policy
- share curriculum overviews and resources - these are available through the Kapow Parent Portal
- provide opportunities for parents to ask questions
- notify parents before puberty and sex education lessons
- provide access to teaching materials - these are available through the Kapow Parent Portal
- communicate proactively about curriculum content

Parents are encouraged to discuss PSHE and RSE topics at home to reinforce learning.

10. Parents' Right to Withdraw

Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education.

Parents have the right to withdraw their child from the non-statutory components of sex education.

Requests for withdrawal should be made in writing to the Head of School via email or by letter.

The Head of School will discuss requests with parents and explain:

- the educational purpose of the curriculum
- the benefits of receiving the education
- safeguarding considerations
- arrangements for alternative work

Alternative supervised work will be provided for pupils who are withdrawn.

11. Roles and Responsibilities

The Governing Body

The Governing Body will:

- approve and review this policy
- monitor statutory compliance
- ensure the curriculum reflects school values
- support safeguarding responsibilities
- monitor the impact of PSHE and RSE provision

- Ensure the school's Link Governor has oversight of PSHE and RSE

The Head of School

The Head of School is responsible for:

- ensuring implementation of this policy
- embedding a whole-school approach
- ensuring staff training and support
- monitoring curriculum quality and impact
- ensuring curriculum time is allocated appropriately
- ensuring resources remain up to date
- overseeing safeguarding procedures linked to PSHE and RSE

PSHE and RSE Lead

The subject lead is responsible for:

- curriculum planning and progression
- supporting staff
- monitoring teaching and learning
- evaluating pupil outcomes
- reviewing resources
- keeping up to date with statutory guidance

Teaching Staff

Staff are responsible for:

- delivering lessons professionally and sensitively
- creating safe learning environments
- following safeguarding procedures
- adapting learning to meet pupils' needs
- promoting inclusion and respect

12. Monitoring and Evaluation

The delivery and effectiveness of PSHE and RSE will be monitored through:

- planning scrutinies
- lesson observations
- learning walks
- pupil voice
- staff feedback
- governor monitoring
- curriculum reviews

- assessment and monitoring of pupil understanding

Pupil outcomes and curriculum impact will be reviewed regularly to ensure the curriculum remains relevant, inclusive and effective.

Parents and carers will be consulted regularly as part of the review process.

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