



Sir John Offley CE (VC) Primary School

Personal Social Health and Economic education (PSHE) including Relationships Education and Relationships & Sex Education (RSE)

'With God all things are possible'

Our school vision:

With **love** we will nurture all to be emotionally secure; with **forgiveness** all will know that every day is a new beginning and with **aspiration** all will strive for success knowing that, 'with god all things are possible.' (Matthew 19:26)

Mission:

Our vision & motto alongside our values will be exemplified through our school mission statement. Knowing that ***"with God all things are possible"*** we will:

- Foster a community where strong caring relationships, built on Christian values, promote good mental health and wellbeing in which everyone feels **loved** and nurtured.
- Model **forgiveness** and reconciliation in our behaviour and relationships with one another that mirror our Christian character.
- Have belief in ourselves, in others and in the work that we do.
- Provide a rich, varied and creative curriculum that inspires all to be **aspirational** so that they know, ***'with God all things are possible'***.
- Value collective worship and times for spiritual reflection that enhances and provides opportunities for spiritual development.
- Develop a PSHE and RSE curriculum that empowers all to be respectful to difference and diversity and sensitive to the wants and needs of others.
- Have the resilience needed to face the challenges of modern Britain and the wider global community.

1. Aims for PSHE including RSE

At Sir John Offley CE (VC) Primary School, we believe PSHE/RSE education aims to help children deal with the real-life issues they face as they grow up.

The issues that are covered are central to children wellbeing including:

- Helping children to keep themselves safe both on and off-line
- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty
- Ensure children know how to keep themselves healthy including nutrition, physical activity, hygiene, drugs and mental health
- Develop feelings of self-respect, confidence and empathy
- Create a positive culture and stress the importance of healthy relationships
- Teach children the correct vocabulary to use
- Teach children about careers; work-related learning and personal finance



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PSHE/RSE education makes a significant contribution to the Prevent agenda and to safeguarding children and young people. It also supports children's Spiritual, Moral, Social and Cultural Development.

At Sir John Offley, PSHE/RSE education is enhanced by our supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that children are given information appropriate to their age and stage of development.

We believe in working in partnership with parents and carers and understand the importance of sharing our PSHE/RSE Policy, so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

RSE is "learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline". (Brook, SEF, PSHE Association, 2014:3)

Please note that we are not trialling the new RSE and Health Education Framework, we will instead be implementing it from September 2026.

2. Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education but we do teach the elements of sex education that are in the Science curriculum, such as, learning to identify, name, draw and label the basic parts of the human body in KS1.

In the KS2 Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, including sexual reproduction in animals. They are also taught to



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describe the life process of reproduction in some plants and to find out about different types of reproduction, including sexual and asexual reproduction in plants.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in Section 403 of The Education Act 1996.

At Sir John Offley CE VC Primary School, we teach PHSE/RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils, parents and Governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff attended training and pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
4. Pupil consultation – we investigated what our children want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Policy Committee and ratified

Other relevant policies include: Safeguarding, Confidentiality, Behaviour, Religious Education, Anti Bullying and Health & Safety (these can all be found on our website).

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including puberty, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum



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Our PHSE/RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The RSE programme is an integral part of our PHSE curriculum and is supported by the statutory requirements.

We have developed the curriculum in consultation with parents, pupils, staff and Governors taking into account the age, needs and feelings of pupils. If children ask questions outside of the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

PSHE/RSE education at Sir John Offley will be delivered through a combination of planned curriculum opportunities and whole school approaches.

We plan our PSHE/RSE education curriculum using the PSHE Association scheme of work. PSHE is taught, weekly, in each class and reinforced through cross curricular links. These lessons are enriched through whole school themed days, out of school visits and experiences and visitors to our school.

We ensure that the topics studied build upon prior learning and are appropriate for the year group being delivered to. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

EYFS

In EYFS, PSHE is an integral part of the work covered and follows the Foundation Stage of the National Curriculum. Therefore, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

Equal Opportunities

PSHE education is a universal entitlement for **all** children and young people and we are committed to that. This means that learning is made accessible to children and young people of **all** abilities and that attendance in PSHE/RSE education has an equal priority with other learning. Our curriculum aims to respond to the diversity of children's cultures, faiths and family backgrounds.

6. Delivery of RSE



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RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological and health aspects of RSE may be taught within the science curriculum, and some other aspects may be included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Basic First Aid
- Changing adolescent body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some pupils may have a different structure of support around them (for example: looked after children or young carers).

Teaching and Learning

As PSHE/RSE education perhaps more than any other subject, works within the real-life experiences of children it is important to establish a safe, secure and



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positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions/role play
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children sensitively
- Building on children's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children to reflect and consolidate their learning
- Having high expectations of children's achievement and behaviour
- Providing differentiated learning opportunities for children with special educational needs
- Using a variety of groupings, including single sex, where appropriate.

7. Roles and responsibilities

The Governing Board

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the policy committee.

The Headteacher

The Headteacher is responsible for ensuring that PHSE/RSE is taught consistently across the school.

Staff

Staff are responsible for:

Delivering PHSE/RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils



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All teaching staff and any Higher-Level Teaching Assistant's will teach RSE.

Pupils

Pupils are expected to engage fully in PHSE/RSE and when discussing issues related to RSHE, to treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents are unable to withdraw their child from lessons delivered as part of the National Curriculum for Science or taught as part of the Relationships Education or Health Education.

We would encourage parents with concerns around RSE to contact the school to discuss it further.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of PHSE/RSE is monitored by the Headteacher/Deputy Headteacher/Subject leader through: learning walks, lesson observations and Pupil discussions.

The children's development in PHSE/RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Policy Committee.

11. Confidentiality and Safeguarding

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead, Mrs Inskip-Ward or the Deputy Designated Safeguarding Lead, Miss Shuker, who will follow the Safeguarding policy.



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All staff are aware of the school's safeguarding policy. A copy of this is available on our website.

Where an adult believes a child may be at risk the Designated Safeguarding Lead will be consulted before any further action is taken.

Appendix 1: PSHE Overview 2025-2026

**PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL
2025-2026**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What makes a community?	Why should we keep active and sleep well?	Why should we eat well and look after our teeth?	What are families like?
Year 4	How do we treat each other with respect?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?	How will we grow and change?	What strengths and skills do we have?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	



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Policy Agreed by:

Otto Warman
Chair of Governors

Signed: _____

Head teacher

Date: October 2025

Review Date: October 2026

Sir John Offley CE (VC) Primary school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

