

Sir John Offley CE (VC) Primary School

PSHE/RSE Policy

'With God, all things are possible.'



Key Details

Date written/updated: September 2026

Date of next review: September 2027

Key Details

Headteacher: Mrs L Brown Headteacher

Deputy Headteacher: Miss E Shuker

Chair of Governors: Mr O Warman

This policy will be reviewed at least annually. It will also be revised following any concerns and/or updates to national and local guidance or procedures.

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

Version Control			
Version	Date Approved	Page	Reason for Alterations
1	September 2026	7-9	Added content, in line with the updated RSE guidance around our Curriculum and what is being covered. (EG. Modern use of AI, chatbots, language used etc.), alongside any further changes noted in this guidance.
1	September 2026	8	Refers to our updated British Values Policy.

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.

PSHE including Relationships and Sex Education (RSE) Policy

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's wellbeing, including:

- Helping children to keep themselves safe both on and offline, including developing an age-appropriate understanding of online risks, harmful content, misinformation, disinformation and emerging technologies such as artificial intelligence (AI).
- Providing a framework in which sensitive discussions can take place.
- Preparing children for puberty and the physical and emotional changes associated with growing up.
- Ensuring children know how to keep themselves healthy, including nutrition, physical activity, hygiene, drugs, mental health and emotional wellbeing.
- Developing feelings of self-respect, confidence, resilience and empathy.
- Creating a positive culture and stressing the importance of healthy, respectful relationships.
- Teaching children the correct vocabulary to use when discussing their bodies, relationships, feelings and health.
- Developing children's understanding of personal boundaries, privacy, consent, respect and how to seek help when something does not feel right.
- Supporting children to recognise inappropriate, unsafe, abusive or harmful behaviour and know how and where to seek help.
- Developing children's ability to communicate respectfully and safely both face-to-face and online.
- Teaching children about careers, work-related learning and personal finance.

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 and 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 and curriculum information, so that they are able

to support their children's physical, moral, mental wellbeing and emotional development at home.

This policy has been reviewed and updated in preparation for the revised Department for Education Relationships Education, Relationships and Sex Education and Health Education statutory guidance, which comes into force on 1 September 2026. The school will have regard to the revised statutory guidance in the planning and delivery of its PSHE/RSE curriculum.

2. Statutory Requirements

As a maintained primary school, we must provide Relationships Education to all pupils as set out in section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education beyond the elements included within the National Curriculum for Science. We do teach the statutory elements of sex education contained within the Science curriculum. In Key Stage 1, this includes learning to identify, name, draw and label the basic parts of the human body.

In Key Stage 2 Science, 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 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.

This policy has regard to the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, which comes into force on 1 September 2026.

The school also has regard to the Equality Act 2010, the National Curriculum for England, the Early Years Foundation Stage statutory framework and relevant safeguarding guidance, including Keeping Children Safe in Education.

At Sir John Offley CE (VC) Primary School, we teach PSHE/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

PSHE/ RSE encompasses Relationships Education, Relationships and Sex Education and Health Education.

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

RSE involves a combination of sharing information and exploring issues and values. It is taught in an age-appropriate and developmentally appropriate manner and is not about the promotion of sexual activity.

Our teaching reflects the school's Christian character and values and supports children to develop respectful, caring and healthy relationships with themselves and others.

5. Curriculum

Our PSHE/RSE curriculum is set out in Appendix 1 but may be adapted as and when necessary to respond to the needs of pupils, changes in guidance, emerging safeguarding concerns and developments in society and technology.

The RSE programme is an integral part of our PSHE 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. Curriculum content is carefully sequenced so that children build on their previous knowledge and understanding as they progress through the school.

If children ask questions outside of the scope of the planned curriculum, teachers will respond sensitively and appropriately, taking account of the child's age and developmental stage. Staff will not provide inappropriate or unnecessary detail. Where appropriate,

children will be signposted to trusted adults and reliable sources of information rather than seeking answers from potentially unsafe or unreliable online sources.

A question or comment from a child may indicate a safeguarding concern. Staff will follow the school's safeguarding procedures where appropriate.

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, 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.

The curriculum is reviewed regularly to ensure that it remains relevant to the needs of our pupils and reflects emerging issues, including changes in technology and the online environment.

Online safety and the digital world

As part of PSHE/RSE, children are taught how to keep themselves safe in the online environment. Teaching is age and developmentally appropriate and includes:

- Respectful communication and behaviour online.
- Understanding that people may behave differently online.
- Protecting personal information, privacy and passwords.
- Understanding appropriate and inappropriate online communication.
- Knowing how to respond to unwanted contact or content.
- Recognising online bullying, harassment and other harmful behaviour.
- Understanding that information and images found online may be inaccurate, misleading or manipulated.
- Developing age-appropriate awareness of misinformation and disinformation.
- Developing age-appropriate awareness of artificial intelligence (AI), AI-generated content and the potential risks associated with emerging technologies.
- Understanding that images, videos and other online content may not represent real life accurately.

- Knowing how and where to report concerns and seek help from a trusted adult.

Where appropriate to pupils' age and developmental stage, children will also be taught about the potential harms associated with exposure to inappropriate, violent, sexualised or misogynistic online content.

Personal boundaries, respect and staying safe

Children are taught that they have the right to feel safe and respected and that they should respect the boundaries of others.

Teaching includes:

- Recognising and communicating feelings.
- Understanding personal space and boundaries.
- Knowing that it is acceptable to say no to unwanted behaviour or contact.
- Recognising behaviour that is inappropriate, unsafe, unkind or abusive.
- Understanding that abuse is never the fault of the person experiencing it.
- Knowing who trusted adults are and how to seek help.
- Understanding that adults and children should respect one another.
- Developing respectful relationships both online and offline.

British Values

Sir John Offley CE VC Primary School actively promotes the fundamental British values of:

- democracy,
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

This is achieved through the effective spiritual, moral and cultural development of our pupils, as part of a broad and balanced curriculum and extra –curricular activities, through our links with both the local community and the wider world. Our PSHE/ RSE curriculum links to our Fundamental British Values Policy.

Equality, diversity and family life

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 may include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and other family structures.

The school recognises and respects the diversity of pupils' cultures, faiths, family backgrounds and circumstances. Teaching promotes respect, dignity, kindness and understanding and aims to prevent discrimination, bullying and prejudice.

The school has regard to the Equality Act 2010 and ensures that PSHE/RSE education is accessible to all pupils, including pupils with SEND.

EYFS

In EYFS, personal, social and emotional development is an integral part of the work covered and follows the Early Years Foundation Stage statutory framework. We relate the PSHE aspects of the children's work to the relevant Early Learning Goals and curriculum expectations, supporting children to develop positive relationships, self-regulation, confidence and understanding of themselves and others.

Equal Opportunities and Inclusion

PSHE education is a universal entitlement for all children and young people and we are committed to this. 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, family backgrounds, abilities and individual circumstances. Teaching is adapted where necessary to meet the needs of pupils with SEND or other additional needs.

6. Delivery of RSE

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 and digital safety.
- Personal boundaries and privacy.
- Being safe.
- Recognising inappropriate or harmful behaviour.
- Knowing how to seek help and support.

Health Education focuses on:

- Mental wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Basic first aid.
- Changing adolescent body.
- Healthy lifestyles.
- Personal hygiene and puberty.
- Emotional wellbeing and resilience.

Teaching is age and developmentally appropriate and is carefully sequenced across the school.

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 positive learning environment.

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

- Establishing clear ground rules, understood by all, covering confidentiality, the right to privacy, respect and boundaries.
- Making clear to pupils that staff cannot promise absolute confidentiality where a safeguarding concern arises.
- Using distancing techniques, including depersonalised discussions and role play.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children's abilities, desires, backgrounds and experiences.
- Using correct and age-appropriate vocabulary.
- 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 and disabilities.
- Using a variety of groupings, including single-sex groups where appropriate and beneficial to learning.
- Creating an environment where children feel able to ask questions without fear of embarrassment or judgement.

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 PSHE/RSE is taught consistently across the school and that staff have access to appropriate training and resources.

Staff

Staff are responsible for:

- Delivering PSHE/RSE in a sensitive and age-appropriate way.
- Modelling positive and respectful attitudes and relationships.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Following the school's safeguarding procedures.
- Maintaining appropriate professional boundaries.
- Identifying when a pupil's question, comment or disclosure may indicate a safeguarding concern and reporting this appropriately.

All teaching staff and any Higher-Level Teaching Assistants will teach RSE where appropriate.

Pupils

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

Pupil voice will be used, where appropriate, to inform curriculum development and review and to help the school understand pupils' needs and concerns.

8. Parents' and Carers' Right to Withdraw

The school recognises the important role of parents and carers in supporting their children's education and will work in partnership with them.

Parents and carers will be informed about the school's PSHE/RSE curriculum and will have opportunities to understand the content taught at each stage.

Parents and carers cannot withdraw their child from:

- Relationships Education.
- Health Education.
- Statutory National Curriculum Science.
- Any other statutory element of the curriculum.

At primary school, sex education is not statutory beyond the elements included within the National Curriculum for Science. Where the school provides additional sex education, parents and carers will be informed about the content.

Where a parent or carer wishes to withdraw their child from additional sex education, they should contact the Headteacher to discuss their request. The school will explain the content, rationale and arrangements for the lessons before making a decision.

The school encourages parents and carers to discuss any concerns about PSHE/RSE with the school so that questions can be answered and misunderstandings addressed.

The school will provide parents and carers with appropriate information about curriculum content and, where appropriate, access to relevant curriculum materials so that they can support learning at home.

9. Training and Resources

Staff are trained on the delivery of PSHE/RSE as part of their induction and it is included in the school's continuing professional development calendar.

Training will be reviewed regularly to ensure staff have the appropriate knowledge, skills and confidence to deliver PSHE/RSE effectively and safely.

Resources used to teach PSHE/RSE will be age and developmentally appropriate, factually accurate, accessible and consistent with the school's values and statutory guidance.

Teachers will review resources before use.

10. Monitoring Arrangements

The delivery of PSHE/RSE is monitored by the Headteacher/Deputy Headteacher/Subject Leader through:

- Learning walks.
- Lesson observations.
- Discussions with pupils.
- Review of planning and curriculum coverage.
- Review of pupil work and evidence of learning.
- Feedback from staff and parents/carers where appropriate.
- Consideration of safeguarding and pastoral information where relevant.

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

Pupil voice will be used to help evaluate the effectiveness and relevance of the curriculum.

This policy will be reviewed by the Headteacher annually and in response to any significant changes to statutory guidance, legislation or identified safeguarding needs. 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 respected by the teacher or member of staff concerned. However, pupils will be informed that staff cannot promise absolute confidentiality.

If a child discloses information which indicates that they or another person may be at risk of harm, the member of staff will follow the school's safeguarding and child protection procedures and share the information with the Designated Safeguarding Lead as appropriate.

The Designated Safeguarding Lead is Mrs Brown and the Deputy Designated Safeguarding Lead is Miss Shuker.

Any disclosures or concerns arising from PSHE/RSE lessons will be treated seriously and managed in accordance with the school's safeguarding procedures.

PSHE/RSE teaching will reinforce to pupils that they can speak to a trusted adult if they are worried, uncomfortable or feel unsafe, either online or offline.

Appendix 1: PSHE/ RSE Overview 2026-2027

Please find attached our SJO PSHE/ RSE Overview on the next page.

In PSHE/ RSE, we want our children to recognise the importance of knowing and learning about different Allergies.

https://www.benedictblythe.com/wp-content/uploads/2025/07/BL_School_Allergy_Safety_Bill_WEB2-compressed.pdf

EYFS: How can we keep everyone safe?

Some foods and things can make some people poorly. Everyone has different needs. Adults help to keep us safe.

Year 1: What is an allergy?

An allergy is when someone's body reacts to something that is usually harmless. Children will be able to identify trusted adults. Children will recognise simple signs that somebody may need help and know to tell an adult immediately. They will understand why we should avoid touching and tasting someone else's food.

Year 2: Staying safe

Some allergic reactions happen quickly. Some people carry medicine on them. Understand that medicines belong to the named person. Know that adults are trained to help.

Year 3: Being allergy aware

Allergies are common. Different people have different allergy plans. Show empathy and inclusion. Recognise that preventing exposure helps to keep everyone safe. Know when to seek adult help.

Year 4: Recognising emergencies

A severe allergic reaction (anaphylaxis) is a medical emergency. Symptoms can include difficulty breathing, swelling and collapsing. Identify emergency signs. Know to get an adult and call 999. Understand the importance of acting quickly.

Year 5: Responsibility and risk

Allergies can happen anywhere. Reading labels and checking ingredients helps to reduce risk. Discuss ways to reduce risk on trips/ visits. Understand why schools have allergy procedures.

Year 6: Independence and advocacy



	Statutory RSHE	Statutory RSHE	Economic Wellbeing & Careers	Economic Wellbeing & Careers		
EYFS	Making friends: playing and learning together	Making friends: playing and learning together	Mental health and wellbeing	Mental health and wellbeing	Being healthy	Being healthy
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Policy Agreed by: _____ Chair of Governors

Signed: _____ Head teacher

Date: September 2026

Review Date: September 2027

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.