Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) policy

2026-2027

1. **How this Policy was developed**

This policy was written and developed in consultation with parents, teachers and other school staff, governors and the pupils at Melbourne Junior School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been approved by the school's governing body.

2. **Legal requirements of schools**

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We at Melbourne Junior School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education, including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

Our curriculum is delivered through the commercially purchased scheme of work produced by 'Kapow' and its lesson plans, which are mapped to the PSHE Association's programme of study and core themes. The PSHE Association is the national body for personal, social, health and economic (PSHE) education, which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The PSHE Association Programme of Study is based on three core themes: Relationships, Living in the Wider World and Health and Wellbeing. Within these themes there is broad overlap and there is planned progression across the scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. It covers all the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programmes of Study recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

Alongside curriculum coverage through English, Science, PE, DT, RE, History, Geography and Computing (online safety), we use resources from the PSHE Association, Kapow Wellbeing, British Red Cross, NSPCC and The Crown Prosecution Service to ensure that our curriculum meets the needs of the pupils in our school. Themes and lessons are structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year, both within PSHE and across other subjects and the wider curriculum. Parents are informed via Class Dojo prior to the teaching of units and all teaching materials used can be viewed, or a copy provided, upon request. External materials are vetted with staff and parents in the form of a working party before they are adopted.

As a Rights Respecting School, we are committed to embedding the principles of the United Nations Convention on the Rights of the Child (UNCRC) into all aspects of school life. This means we actively promote children's rights, educate pupils about their responsibilities, and create an environment where every member of our community is treated with dignity, fairness, and respect. Our policies and practices are designed to ensure that pupils' voices are valued, their wellbeing is prioritised, and their rights are upheld in everyday school experiences.

Our PSHE subject lead, Anna Missin, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can also access a range of teaching support res ources within Kapow, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

5. What is being taught

The progression map and year group overviews outline the objectives, activities and resources used (appendix 1).

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own firsthand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

6. How PSHE education is taught

At Melbourne Junior School, PSHE is taught through discreet lessons, as well as being integrated into a wide range of other subjects, activities, assemblies, celebration days and educational visits or visitors.

PSHE lessons are taught by class teachers in their timetabled PSHE lessons, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods.

To ensure that children feel comfortable learning about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. The teachers will also use a range of skills, including distancing techniques and the anonymous question/concern box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

7. How PSHE education is monitored, evaluated and assessed

The PSHE lead is responsible for monitoring the standards of children's work and the quality of teaching through work samples, learning is recorded in a class floor book. and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement. The subject lead also supports colleagues in their teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

8. Relationships and Sex Education (RSE)

The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non -statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

The Department for Education has strengthened the RSHE guidance to ensure it addresses the complex challenges young people face today. The updated framework is designed to reflect the realities of the digital age and to support teachers in helping pupils develop healthy, respectful relationships and navigate an increasingly complex online environment.

At Melbourne Junior School, we believe that effective Sex and Relationship Education is essential for young people to make responsible and well-informed decisions in their lives. It will be known as SRE and the SRE programme is integrated into the PSHE curriculum within the school.

SRE should contribute to promoting the spiritual, physical, moral, mental and emotional development of pupils, preparing them for the opportunities, responsibilities and experiences of adult life. Pupils are taught about the nature of long-term, strong and secure relationships and their importance for family life and bringing up children. It does not promote any one form of relationship but ensures that there is no stigmatism of children based on their home circumstances. Children are taught about the essential skills for building positive, respectful, non-exploitive and enjoyable relationships and how to stay safe within these relationships.

It is also about the teaching of sex, sexuality and sexual health. As part of SRE, we respond to children's questions about sexual issues and we do this with regard to matters of morality and individual responsibility, in a way which enables children to feel confident, supported and safe.

Some elements of SRE will be delivered through the NC framework for Science aims and objectives: National Curriculum Science Key Stage 2

- Describe the life process of reproduction in some plants and animals.
- Describe the differences in the life-cycles of a mammal, an amphibian, an insect and a bird.
- Describe the changes as humans develop to old age.

SRE is taught through an age appropriate, progressive curriculum. Learning the correct names for parts of the body, preparation for puberty, understanding conception and knowing how a baby is born are all taught through discussion, group scenarios and diagrams, using the resources from Kapow. Children are also taught about being safe within trusted relationships and what is and isn't appropriate. Video clips, recommended by Kapow, are used in Year 5 and 6 to enhance teaching and learning. These videos were first viewed and evaluated with a working party of teachers and parents are invited into school to view the resources prior to teaching.

Sex and Relationships Education takes place within mixed sex classes with the children's usual class teacher. In Year 5 and 6, children are taught the puberty lessons (and conception in Year 6) in single sex classes; all children are also given the opportunity to ask questions in single -sex groups. Ground rules are established in each class as to what is and what is not acceptable, to ensure that children are completely comfortable within the sessions and can ask questions and discuss sensitive issues. There is also a question box provided for anonymity.

SRE will take place in a secure and supportive environment; however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting SRE should be alert to the signs of abuse, neglect and exploitation. We have a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Our school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE lead or the Headteacher if concerned. These questions may then be referred to the child's parents for discussion at home.

9. How the delivery of the content will be made accessible to all pupils

Pupils with Special Educational Needs take part in PSHE education with the class supported by a TA. The support can include scaffolded vocabulary, pre-teaching of concepts and smaller group teaching. These aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are able to develop key skills, attributes and knowledge developed through the PSHE education programme.

Kapow lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and reduce incidences of bullying or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bisexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

10. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing th eir peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver

sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. They are actively encouraged to join working parties to review and shape content and resources used. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum. It is statutory for our school to show parents examples of the resources we plan to use. Ongoing communication with parents about what is planned to be taught and when, will be provided through a message via Class Dojo. It is valuable for a child's development to learn about its own family's values in regarding relationships and sex alongside the information they receive at school.

Sources of Further Information

This policy has drawn on:

▪ Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2025)

This policy should be read in conjunction with the following:
• School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
• School's own Confidentiality policy
• School's own Anti-bullying policy
• School's own Equality, diversity and inclusion policy
• DfE 'Keeping children safe in education' (2025)
• Science Computing and PE policies

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

The policy will be reviewed every two years, unless further updates are required, in consultation with parents, teachers and other school staff, governors and pupils.