FRIEZLAND PRIMARY SCHOOL

PSHE and RSHE Policy

Personal, Social, Health and Economic Education
including Relationships, Sex and Health Education
2026 to 2029

Date Written / Reviewed	September 2026
Date of Next Review	September 2029
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1. Purpose and scope

At Friezland Primary School, personal, social, health and economic education (PSHE), including relationships, sex and health education (RSHE), is a central part of our curriculum and wider ethos. It equips pupils with the knowledge, skills, attitudes and vocabulary they need to be healthy, safe, confident, respectful and responsible citizens.

This policy applies to all pupils and to teaching and support staff, governors, volunteers, visitors and adults working in school-led before- and after-school provision. It should be read alongside the school's safeguarding, behaviour, SEND, equality, online safety and curriculum policies.

2. Aims and intent

Our PSHE and RSHE curriculum aims to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Promote physical health, mental wellbeing and emotional literacy.
- Develop respectful relationships, self-respect, confidence, empathy, kindness and integrity.
- Teach pupils to recognise risk, abuse, bullying, harmful behaviour and unsafe situations, and to seek help.
- Prepare pupils for change, including puberty, transition, loss and the responsibilities of adult life.
- Build pupils' understanding of citizenship, democracy, equality, diversity and fundamental British values.
- Develop age-appropriate economic understanding, including money, choices, saving, spending, enterprise and careers.

3. Legal and statutory framework

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education and Health Education compulsory in maintained schools.

The Department for Education's revised statutory guidance, Relationships Education, Relationships and Sex Education and Health Education, came into effect on 1 September 2026. The school must have regard to this guidance and will record clear reasons for any departure from provisions stating what schools should or should not do.

Sex education is not compulsory in primary schools. Friezland provides age-appropriate sex education in Years 5 and/or 6, alongside statutory Health Education about puberty and relevant statutory science content about human development and reproduction.

This policy also reflects section 80A of the Education Act 2002, section 403 and sections 404 to 407 of the Education Act 1996, the Children and Social Work Act 2017, the Equality Act 2010 and the Public Sector Equality Duty.

The school will follow Keeping Children Safe in Education and other current statutory safeguarding guidance when planning and delivering PSHE and RSHE.

Current statutory guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

4. Definitions

For the purpose of this policy:

“Personal, Social, Health and Economic Education (PSHE Ed) is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.” (PSHE Association)

RSHE brings together Relationships Education, primary sex education and Health Education. It supports pupils’ emotional, social, cultural, physical and mental development, and helps them understand relationships, safety, wellbeing, identity and personal responsibility.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum organisation and content

The curriculum is planned as a coherent, progressive programme from EYFS to Year 6. It includes statutory Relationships Education and Health Education, primary sex education, and wider PSHE content including citizenship, economic wellbeing, careers, drugs, alcohol, tobacco and vaping education, safety, first aid and preparation for transition.

In EYFS, learning is rooted in Personal, Social and Emotional Development and is reinforced through routines, relationships, play and the wider curriculum.

From Key Stage 1, PSHE and RSHE are taught through planned lessons, with appropriate links to science, computing, religious education, physical education, assemblies, themed weeks and wider personal development opportunities. Cross-curricular teaching complements rather than replaces the planned programme.

Long- and medium-term plans set out progression, sequencing, key vocabulary and resources. Detailed plans are reviewed annually so that the curriculum responds to statutory change, pupil voice, assessment information, safeguarding trends and the school’s local context.

We have developed the curriculum in consultation with parents and carers, pupils and staff, taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

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

Our school ensures that all relationships and sex education (RSE) is delivered in a way that is age-appropriate, developmentally suitable and in line with current government guidance. In primary education, teaching focuses on relationships, safety, emotional wellbeing and the basic biological aspects of human development as set out in the science curriculum.

Where aspects of sex education are included (such as how a baby is conceived and born), this is taught in a clear, factual and age-appropriate way, without the use of explicit content. RSE is designed to support safeguarding by helping pupils understand personal boundaries, recognise when they feel unsafe, and know how to seek help from a trusted adult. Teaching about online safety includes awareness of inappropriate content and how to respond if pupils encounter anything that makes them feel uncomfortable or concerned. All content is delivered in a balanced and objective manner, in line with the school’s legal duties regarding political impartiality, and with sensitivity to the diverse backgrounds and needs of all pupils.

Parents and carers are informed about curriculum content in advance and have access to relevant materials to support transparency and partnership working.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

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, kind relationships.
- Online safety and awareness.
- Being safe.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams.
- Videos.
- Books.
- Games.
- Discussions and practical activities.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils, including any additional needs, such as special educational needs and disabilities (SEND).

All resources and materials are assessed prior to use.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about curriculum coverage and statutory content, see Appendices 1 to 3.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6. Teaching and learning

PSHE and RSHE are taught regularly using evidence-informed, participative approaches. Teaching may include discussion, stories, scenarios, role play, problem solving, reflection, visits and carefully selected media. Ground rules are established so pupils can contribute safely and respectfully.

Teachers make clear distinctions between fact, law, opinion and belief. Lessons build core knowledge and skills in manageable, carefully sequenced units, revisit prior learning and provide opportunities for pupils to practise applying learning to real-life situations.

Teaching is positive and preventative. It promotes healthy norms, avoids language that normalises harmful behaviour and supports pupils without causing unreasonable alarm. Staff receive guidance and training so they can teach sensitive content confidently and respond appropriately to disclosures.

7. Citizenship, SMSC and British values

The programme promotes pupils' spiritual, moral, social and cultural development and prepares them for life in modern Britain. Pupils learn about democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Pupil voice is developed through class discussion and the School Council. Pupils learn to distinguish right from wrong, recognise and challenge discrimination, consider the consequences of their actions and contribute positively to the school and wider community.

Teaching about radicalisation and extremism forms part of the school's wider safeguarding and Prevent duty. Staff follow the safeguarding policy and refer concerns to the Designated Safeguarding Lead.

8. Inclusion, equality and SEND

PSHE and RSHE are accessible to all pupils. Teaching is adapted through scaffolding, vocabulary, pacing, resources, grouping and additional support, while maintaining high expectations. The curriculum takes account of the SEND Code of Practice and prepares pupils with SEND for adulthood.

Pupils with SEND can be more vulnerable to bullying, exploitation, abuse and harmful sexual behaviour. Staff will teach safety, boundaries, consent, communication and help-seeking explicitly and revisit learning where needed.

Teaching complies with the Equality Act 2010 and is sensitive to pupils' different backgrounds, families, faiths, cultures and protected characteristics. A wide range of family structures is represented positively and no pupil is stigmatised because of their family or personal circumstances.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:
    - Safe and supported.
    - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
    - A whole-class setting.
    - Small groups or targeted sessions.
    - One-to-one discussions.
    - Digital formats.
- Give careful consideration to the level of differentiation needed.

9. Assessment, recording and reporting

Assessment is proportionate and supports learning. Teachers establish what pupils already know, check understanding during teaching and use reflection or end-point tasks to identify progress, misconceptions and where additional support is needed.

Evidence may include pupil discussion, written or practical work, self-assessment, teacher observation and pupil voice. Sensitive personal disclosures are not used as assessment evidence.

Teachers provide regular feedback and adapt future teaching in response to assessment. Significant welfare or safeguarding information is recorded and reported through the school's agreed systems, including CPOMS where appropriate, in line with safeguarding and data protection requirements.

10. Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age and maturity of the pupils.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and will not provoke distress.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

11. External organisations and materials

We will make sure that an agency and any materials used are accurate, age- and stage-appropriate, unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and that it and the resources they intend to use:
  - Are age-appropriate.
  - Are in line with pupils' developmental stage.
  - Comply with:
    - This policy.
    - The Teachers' Standards.
    - The Equality Act 2010.
    - The Human Rights Act 1998.
    - The Education Act 1996.
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case-study materials and look for feedback from other people the agency has worked with.
- Be clear on:
  - What they are going to say.
  - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say 'no' or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Inform all external organisations that the school is legally obliged to share all content with parents and carers.
- Share all external materials with parents and carers.

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.
- Work with agencies that do not allow their material to be shared with parents and carers.

12. Safeguarding and confidentiality

This policy should be read in conjunction with our Safeguarding and Child Protection Policy, which can be found on our school website: www.friezlandschool.co.uk

Staff cannot promise confidentiality. If a pupil makes a disclosure or staff identify a concern, they will follow the school's safeguarding procedures immediately and involve only those who need to know, including the Designated Safeguarding Lead or deputy. Pupils will be told, in age-appropriate language, how information may need to be shared to keep them safe.

13. Parent engagement and the right to withdraw

Parents and carers are consulted when this policy and the RSHE curriculum are developed or reviewed. The school informs families about sensitive content in advance, shows a representative sample of resources and makes all RSHE curriculum materials available to parents on request, subject to copyright arrangements.

Parents do not have the right to withdraw their child from Relationships Education, Health Education or the statutory science curriculum. This includes compulsory teaching about puberty in Health Education and relevant human development and reproduction content in science.

Parents have the right to request that their child is withdrawn from some or all primary sex education that is taught outside the statutory science curriculum.

Requests should be made in writing to the Headteacher. Before granting the request, the Headteacher will normally discuss it with the parent and, where appropriate, the pupil to clarify the purpose and content of the curriculum and the possible effects of withdrawal. In a primary school, the request will then be granted for non-statutory sex education.

A pupil who is withdrawn will receive appropriate, purposeful education during the lesson. Teachers will respond sensitively to questions from withdrawn pupils and may encourage them to speak with a parent, carer or trusted adult, or signpost appropriate support.

14. Roles and responsibilities

The Governing Board: approves the policy, assures itself that statutory duties are met and holds the Headteacher to account for implementation.

The Headteacher: ensures the curriculum and policy are implemented, staff are appropriately trained, parents are consulted and withdrawal requests are managed.

The PSHE and RSHE subject leader: coordinates planning and resources, supports staff, monitors curriculum coverage and quality, reviews assessment and pupil voice, and reports priorities to leaders and governors.

Teachers: plan and deliver age-appropriate teaching, assess learning, adapt provision, maintain professional boundaries and follow safeguarding procedures.

The Designated Safeguarding Lead: advises on safeguarding content, local risks, disclosures and referrals, and ensures visiting speakers understand reporting arrangements.

15. Monitoring and policy review

The PSHE and RSHE subject leader monitors planning, teaching, pupil work, assessment, pupil voice and curriculum coverage. Findings inform staff development and school improvement. The Governing Board approves this policy and reviews it at least every three years, or sooner following statutory change, safeguarding need or significant curriculum revision.

16. Links with other policies

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- SEND Policy

- Equality Information and Objectives
- Online Safety Policy
- Drug Education and Drug Incidents Policy
- Mental Health and Wellbeing Policy
- Science Curriculum Policy
- Complaints Policy
- Data Protection Policy and Privacy Notices

Appendix 1 - Whole-school curriculum overview

Detailed year-group and rolling-programme plans are maintained separately and reviewed annually. This policy-level overview shows the entitlement that must be secured across the school.

Strand	Core knowledge and skills	Main routes of delivery
Relationships	Families, friendships, kindness, boundaries, conflict, bullying, equality and help-seeking	Planned RSHE lessons, stories, assemblies and restorative practice
Safety	Personal boundaries, trusted adults, abuse prevention, online safety, road, rail, water and emergency safety	RSHE, computing, safeguarding curriculum and visitors
Mental wellbeing	Emotions, self-regulation, resilience, loneliness, change, loss, support and positive coping	Weekly PSHE, wellbeing teaching, pupil voice and targeted support
Physical health	Activity, sleep, nutrition, hygiene, dental health, illness prevention and first aid	PSHE, PE, science, themed learning and health professionals
Drugs, alcohol, tobacco and vaping	Medicines, household substances, legal and illegal substances, risk, influence and pressure	Age-appropriate PSHE Association and science-linked teaching
Growing and changing	Body vocabulary, human development, puberty, menstruation, reproduction and transition	Health Education, science and primary sex education
Citizenship and British values	Democracy, law, rights, responsibilities, diversity, discrimination, community and Prevent	PSHE, assemblies, School Council, RE and wider personal development
Economic wellbeing	Money, needs and wants, saving, spending, risk, enterprise and careers	PSHE lessons, mathematics links and enrichment

Appendix 2 - RSHE curriculum map

This map summarises the school's planned RSHE coverage by class. Teachers use the current long-term plan to ensure that teaching is sequenced, age-appropriate and aligned with the statutory guidance effective from 1 September 2026.

Class 1	Class 2
• Forming positive relationships and different family structures • Keeping clean • Germs • The role of doctors and other health professionals • Making the right choices • Staying safe online (including privacy and consent) • Staying safe in the real world (including travel, water, road or rail safety) • Life cycles, e.g. humans, frogs and caterpillars	• Feeling healthy or ill • The role of doctors and other health professionals • Making the right choices • Staying safe online (including privacy and consent) • Staying safe in the real world (including travel, water, road or rail safety) • Names of external body parts (including reproductive organs) • Life cycles, e.g. humans • Birth (in the context of kittens being born)
Class 3	**Class 4**
• Bodies and feelings (correct names for body parts) • Staying safe online (including privacy and consent) • Staying safe in the real world (including travel, water, road or rail safety) • Human life cycle • Puberty changes (physical and emotional) • Different family structures and roles (including stereotypes and inclusion) • Growth of a baby during pregnancy	**Some sensitive content may be taught in smaller or single-sex groups where this supports learning, while all pupils receive the same core entitlement. The school nurse may support Year 6 puberty education.** • Bodies and feelings (correct names for body parts) • Risk management and peer pressure • Staying safe online (including privacy and consent) • Staying safe in the real world (including travel, water, road or rail safety) • Human life cycle (including bereavement and grief) • Puberty changes (physical and emotional) • Relationships and different family structures • Menstruation and practical preparation for periods (taught to all pupils) • Conception and birth (age-appropriate primary sex education) • Growth of a baby during pregnancy *Teaching is adapted to the maturity and needs of the cohort while ensuring that every pupil receives the full statutory entitlement.*

Children are naturally curious and inquisitive. If a child asks a question that is not linked to their class coverage, staff will respond sensitively in an age-appropriate way. Discrete information will then be shared with a parent/carer so that further support can be provided at home, if required. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, which is something we wish to avoid. Advice for parents and carers on how to talk to your child about relationships, sex and consent can be found on this NSPCC webpage:

NSPCC – Healthy relationships

Appendix 3 - Statutory primary content summary

Relationships Education and Health Education, with relevant primary sex education

1. Families and people who care for me

Pupils should know:

- That families are important and provide love, security and stability.
- That families can look different, but should be respected.
- The characteristics of happy, safe family life (e.g. care, commitment and support).
- That stable, caring relationships are important for wellbeing.
- What marriage and civil partnership mean as lifelong commitments.
- How to recognise if family relationships make them feel unsafe and how to seek help.

2. Caring friendships

Pupils should know:

- That friendships are important for happiness and wellbeing.
- The characteristics of healthy friendships (e.g. kindness, trust, honesty and loyalty).
- That friendships can have difficulties and how to resolve conflict.
- How to recognise when friendships are unhealthy or make them feel unhappy.
- That feeling lonely is normal sometimes and they can seek support.

3. Respectful relationships

Pupils should know:

- The importance of respect, kindness and good manners.
- That people and relationships may be different and should be respected.
- How to communicate and manage disagreements positively.
- The importance of self-respect and respecting others.
- What bullying is (including online bullying) and its impact.
- How stereotypes can be unfair and how to challenge them.
- How and when to seek help if worried about relationships or safety.

4. Online safety and awareness

Pupils should know:

- That the same respect applies online as in real life.
- How to stay safe online and protect personal information.
- That people online may not always be who they say they are.
- The risks of sharing information, images and content online.
- That some online content may be harmful or upsetting.
- How to report concerns and get help if something goes wrong online.
- That social media services usually set a minimum age of 13, and that this helps protect children from inappropriate content and unsafe contact.
- That online material can be copied and circulated beyond their control, and the importance of privacy, location settings and resisting pressure to share information or images.

5. Being safe

Pupils should know:

- That their body belongs to them and how to set personal boundaries.
- The difference between safe and unsafe contact.
- The importance of privacy and when not to keep a secret.
- How to recognise unsafe or harmful situations.
- How to respond to strangers and unsafe situations (including online).
- How to seek help and report concerns.
- That abuse is never their fault.

6. Health and wellbeing

Pupils should know:

- How to recognise and talk about their emotions.
- That mental wellbeing is as important as physical health.
- Ways to maintain a healthy lifestyle (exercise, sleep and diet).
- The importance of friendships, family and seeking support.
- The effects of bullying and how to get help.
- Basic facts about personal hygiene, germs and illness.
- How to stay safe in everyday life (e.g. roads, water and emergencies).

7. Growing and changing

Pupils should know:

- The names of body parts, including external genitalia.
- That bodies change as they grow, including puberty.
- A basic understanding of the human life cycle.
- Key facts about menstruation and physical development.
- That these changes are natural and part of growing up.

8. General wellbeing

Pupils should know:

- The links between physical health and mental wellbeing, and the benefits of activity, time outdoors, rest, hobbies, helping others and supportive relationships.
- How to recognise, name and manage a range of emotions, and when and how to seek support for themselves or others.
- That loneliness, worry, feeling down, change, loss and grief can affect people differently, and early support can help.

9. Wellbeing online

Pupils should know:

- How online activity can affect wellbeing, sleep, body image, attention and relationships, and how to balance online and offline activity.
- How information is selected and targeted online, how to question what they see, and where to report concerns or seek support.

10. Physical health, fitness and healthy eating

Pupils should know:

- The characteristics and benefits of an active lifestyle, good nutrition, hydration and sufficient sleep.
- How food and drink contribute to a balanced diet, and the risks linked to poor diet, inactivity and excessive sugar.

11. Drugs, alcohol, tobacco and vaping

Pupils should know:

- Facts about legal and illegal harmful substances and associated risks, including medicines, smoking, vaping, nicotine products, alcohol and drug-taking.
- How influence, pressure, media and advertising can affect choices, and how to use rules and strategies to stay safe.

12. Health protection, prevention and first aid

Pupils should know:

- Personal hygiene, germs, infection prevention, dental health, sun safety and how to recognise early signs of illness.

- How to make a clear emergency call, basic first-aid responses and when to seek help from health professionals.

13. The changing adolescent body

Pupils should know:

- Key facts about puberty and the changing adolescent body, including physical and emotional changes.
- The menstrual cycle, period products and practical preparation for menstruation before pupils are likely to experience it.
- Correct vocabulary for external body parts and the skills to express boundaries around private parts of the body.