

PSHE and RSE Policy

September 2026

Policy Statement and Definitions

At **Caldecote Primary School**, we believe that Personal, Social, Health and Economic (PSHE) Education, Relationships Education and Relationships and Sex Education (RSE) are fundamental elements of a broad, balanced and ambitious curriculum. These subjects support our commitment to developing the whole child and contribute significantly to pupils' personal development, wellbeing, safeguarding and readiness for life in modern Britain.

Our PSHE curriculum reflects our school values: **Respect, Responsibility and Resilience**.

It also supports our vision of developing **successful learners, confident individuals, responsible citizens and effective contributors**. Through a carefully planned, progressive curriculum, we aim to equip children with the knowledge, skills, attributes and confidence they need to build healthy relationships, manage challenges, make informed decisions and contribute positively to their communities.

Relationships Education and RSE are delivered through our wider PSHE curriculum. Through this provision, we aim to help pupils develop the understanding, language and confidence to discuss relationships, wellbeing, safety and personal responsibility in an age-appropriate and supportive environment. We seek to ensure that all children feel valued, respected and prepared for the opportunities and challenges they may encounter as they grow up.

We define **Relationships Education** as learning about personal, social, emotional, moral and cultural development. It includes understanding the importance of family, friendships, kindness, respect, inclusion and healthy relationships. Relationships Education helps children to develop positive values, attitudes and behaviours that enable them to form and maintain safe, respectful and meaningful relationships throughout their lives.

We define **Sex Education** as learning about human reproduction and sexual development, including conception, pregnancy and birth. At Caldecote Primary School, this non-statutory content is taught in Year 6 as part of preparing pupils for the transition to secondary school. Parents and carers have the right to request that their child be withdrawn from these specific lessons. Further information regarding the content taught can be found in our PSHE/RSE curriculum map.

We consider high-quality PSHE, Relationships Education and RSE to be essential components of our safeguarding curriculum. Through age-appropriate learning, pupils develop the knowledge, understanding and skills needed to keep themselves safe, manage risk, recognise healthy and unhealthy relationships, respect personal boundaries, stay safe online and seek support when needed. We believe that effective PSHE, Relationships Education and RSE help children remain safe, happy, healthy and well-prepared for life.

Statutory and Legal Requirements

This policy has been developed with reference to the following legislation and guidance:

- Education Act 1996

- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- The United Nations Convention on the Rights of the Child (UNCRC)

Curriculum Content and Organisation

At Caldecote Primary School, Relationships Education and RSE are taught through our wider PSHE curriculum using the **PSHE Association Programme of Study** as the foundation for curriculum design. Our curriculum is progressive and age-appropriate, ensuring that learning builds sequentially from the Early Years Foundation Stage through to Year 6. Themes are revisited and developed over time so that pupils deepen their knowledge, strengthen their understanding and apply learning with increasing confidence and maturity.

Our curriculum has been carefully designed to meet statutory requirements while reflecting the needs of our pupils and community. It promotes positive mental health, emotional wellbeing, healthy relationships, personal responsibility, inclusion, equality and respect for diversity.

Curriculum Themes

The curriculum is organised around the following themes:

1. Mental Health and Emotional Wellbeing

Pupils develop emotional literacy, self-awareness and resilience. They learn to identify, understand and regulate emotions, manage worries and stress, develop positive thinking habits and use strategies to support their own wellbeing and that of others. This learning is revisited and deepened throughout the school.

2. Relationships, Respect and Belonging

The curriculum teaches pupils how to build and maintain positive relationships, develop friendships, show respect for others and manage conflict. Pupils learn about diversity, inclusion, bullying prevention, stereotypes, consent, personal boundaries and healthy relationships. They also explore different family structures and the importance of belonging within communities.

3. Keeping Safe

Pupils learn how to recognise and manage risks in a range of contexts. This includes personal safety, road, rail and water safety, online safety, emergency situations, first aid, safeguarding, abuse prevention, the NSPCC PANTS principles, and knowing when and how to seek help from trusted adults.

4. Physical Health and Healthy Lifestyles

Children develop their understanding of healthy living through learning about nutrition, exercise, sleep, hygiene, sun safety, dental health and self-care. They are encouraged to establish lifelong healthy habits and make informed choices that support physical and emotional wellbeing.

5. Online Safety and Digital Citizenship

The curriculum supports pupils to navigate the digital world safely and responsibly. Pupils learn about protecting personal information, online relationships, social media, gaming, cybercrime, online fraud, misinformation, age-appropriate content and emerging technologies such as artificial intelligence.

6. Economic Wellbeing and Careers

Pupils develop an understanding of money, employment and future aspirations. They explore strengths, interests, financial decision-making, consumer awareness, online spending, gambling risks, different career pathways and the skills needed for future employment.

7. Health Education and Risk Awareness

Pupils learn about medicines, substance misuse, legal and illegal drugs, smoking, vaping, alcohol and peer influence. They develop the knowledge and skills needed to assess risk, make informed decisions and keep themselves healthy and safe.

8. Relationships and Sex Education (RSE)

Through age-appropriate teaching, pupils learn about body changes, puberty, menstruation, wet dreams, reproduction, privacy, consent, healthy relationships and personal safety. RSE is delivered in line with statutory guidance and prepares pupils for adolescence and future life.

9. Citizenship and Life in Modern Britain

Pupils develop an understanding of their rights, responsibilities and role within society. They learn about fairness, respect, diversity, community participation, environmental responsibility, news literacy, democracy and how to engage positively with local and global issues.

10. Economic Wellbeing and Aspirations

As part of our wider PSHE provision, pupils also learn about:

- Money, saving and spending.
- Financial decision-making.
- Enterprise and responsibility.
- Aspirations and future pathways.
- Careers and the world of work.
- Identifying strengths, interests and talents.
- Challenging stereotypes and broadening horizons.

Relationships Education and Health Education are taught throughout the school and are complemented by learning in other curriculum areas, including Science, Computing, Religious Education and Worldviews, online safety education, assemblies and the wider personal development curriculum.

Our provision is further enhanced through opportunities such as School Council, Eco Council, pupil leadership roles, wellbeing initiatives, anti-bullying activities, assemblies, themed events, educational visits and visitors.

In Year 6, pupils receive additional age-appropriate sex education lessons to support transition to secondary school and prepare them for the physical and emotional changes associated with adolescence. Parents and carers retain the right to request withdrawal from the non-statutory elements of sex education. Details of all curriculum content, including the specific non-statutory elements, can be found within our PSHE and RSE curriculum documentation.

Curriculum Design

At Caldecote Primary School, our PSHE and RSHE curriculum is informed by the **PSHE Association Programme of Study**. Key themes are revisited regularly throughout pupils' primary education, ensuring that learning develops progressively as children grow in maturity, understanding and life experience.

By revisiting important concepts over time, pupils build secure knowledge, deepen their understanding and develop the confidence to apply their learning to real-life situations. This approach recognises that children's experiences and perspectives change as they grow, and therefore learning must evolve accordingly.

Our spiral curriculum ensures that:

- **Key concepts are revisited regularly**. Important themes such as relationships, personal boundaries, consent, friendship, mental wellbeing, online safety, diversity, inclusion and seeking help are explored across multiple year groups and curriculum themes using age-appropriate contexts.

- **Knowledge develops in increasing depth**. Concepts are introduced in simple, accessible ways before being revisited with greater complexity and sensitivity as pupils mature and become ready to engage with more advanced learning.
- **Learning is retained over time**. Regular revisiting of key knowledge, vocabulary and messages supports long-term retention and enables children to make meaningful connections between different aspects of their learning.
- **Skills are developed progressively**. Children continually practise and refine essential life skills, including self-regulation, emotional literacy, decision-making, critical thinking, relationship-building, communication and risk management. These skills are applied across a range of contexts to support pupils in becoming increasingly independent and responsible.

This progressive approach supports our commitment to developing pupils who are well prepared for the opportunities, responsibilities and experiences of later life while promoting our school values of **Respect, Responsibility and Resilience**.

Delivery of Relationships and Sex Education

Relationships Education and RSE are delivered primarily by class teachers and pastoral lead as part of our planned PSHE curriculum. Lessons are taught through regular, timetabled PSHE sessions and are complemented by assemblies, enrichment activities, pastoral support, online safety education and the wider personal development curriculum.

We recognise that carefully selected external visitors can make a valuable contribution to pupils' learning through their specialist knowledge and expertise, for example, NSPCC workshops. Where external professionals support the delivery of learning, members of school staff remain present and retain overall responsibility for the content delivered. All visitors are expected to work in accordance with this policy, the school's safeguarding procedures and other relevant school policies.

Creating a Safe Learning Environment

Creating a safe, inclusive and respectful learning environment is essential for effective PSHE and RSHE education. We recognise that some topics may be sensitive, and we are committed to ensuring that pupils feel comfortable, supported and respected when discussing personal, social and health-related issues.

To support safe discussion and learning, teachers will:

- Establish clear class agreements and expectations for discussion.
- Reinforce respect, kindness and confidentiality within agreed safeguarding boundaries.
- Use appropriate distancing techniques, scenarios and case studies where necessary.
- Provide age-appropriate resources and learning materials.
- Encourage thoughtful discussion, reflection and questioning.
- Create an environment where different viewpoints can be explored respectfully.
- Ensure all learning is inclusive and accessible to all pupils.

Through these approaches, pupils develop confidence in talking, listening and thinking about relationships, wellbeing, health and safety in a mature and respectful manner.

Answering Children's Questions

Children are encouraged to ask questions throughout PSHE and RSHE lessons. Staff aim to answer questions honestly, accurately and sensitively, taking account of pupils' age, maturity and understanding.

Questions will be answered where:

- They are relevant to the curriculum being taught.
- The information is age-appropriate.
- Answering the question supports pupils' learning and wellbeing.

Where questions fall outside the planned curriculum, are not age-appropriate, or are better addressed by parents and carers, staff will respond sensitively while maintaining professional boundaries.

Teachers may use language such as: "That's a thoughtful question. It isn't part of our learning today, so we're not going to explore it in class. If you are worried about anything, you can speak to me or another trusted adult privately after the lesson."

Where appropriate, parents and carers may be informed that their child has asked a question that may require further discussion at home.

This approach helps ensure that pupils receive accurate, factual and non-judgemental information while recognising the important role of parents and carers in discussing sensitive issues.

Inclusion and Adaptation

At Caldecote Primary School, we recognise that pupils have differing needs, backgrounds, experiences and levels of understanding. Teaching staff carefully adapt learning materials, activities and teaching approaches to ensure that Relationships Education and RSE are:

- Inclusive and representative.
- Accessible to all learners.
- Appropriate to pupils' developmental stages.
- Sensitive to individual needs and circumstances.
- Compliant with the Equality Act 2010.

Through effective adaptation and support, we aim to ensure that every child can participate successfully and benefit fully from the curriculum.

Statutory and Non-Statutory Sex Education

In line with statutory guidance, Caldecote Primary School teaches **Relationships Education** and **Health Education** throughout the primary phase as part of our wider PSHE curriculum.

In Year 6, pupils also receive additional age-appropriate, non-statutory sex education lessons covering:

- Human reproduction.
- Conception.
- Pregnancy.
- The birth of a baby.

Parents and carers have the legal right to request that their child be withdrawn from these specific non-statutory lessons.

Should pupils raise questions relating to sex education content beyond the scope of the primary curriculum, teaching staff will redirect discussion appropriately, reinforce established ground rules and remind pupils of trusted sources of support. Any safeguarding concerns arising from discussions or questions will be managed in accordance with the school's safeguarding and child protection procedures.

This balanced approach ensures that pupils receive accurate, age-appropriate information while maintaining strong partnerships with parents and carers and fulfilling the school's safeguarding responsibilities.

Questions from Children Following Withdrawal from Sex Education

Where a pupil has been withdrawn from non-statutory sex education lessons and subsequently asks a question relating specifically to content from which they have been withdrawn, staff will not answer the question in class.

Instead, staff will respond using a consistent, neutral script: "That question is about content your parents have asked us not to cover with you in school. Let's make sure an adult follows this up with you safely."

Parents and carers will then be informed that their child has asked a question relating to withdrawn content so that they can determine how and when they wish to address this at home.

As part of our PSHE and RSHE curriculum, pupils are taught about trusted adults and where to seek support if they are worried, concerned or confused about something they have heard or experienced. Developing children's understanding that help is always available from trusted adults is a key thread running throughout our personal development curriculum.

Alongside the school's safeguarding processes, pupils may be signposted to appropriate sources of support and advice, including:

- Childline
- NSPCC resources
- CEOP's Thinkuknow programme
- NHS advice and support services
- Other age-appropriate support organisations, where relevant

Inclusion and Equality

At Caldecote Primary School, we are committed to providing a fully inclusive PSHE and RSHE curriculum. All pupils have the right to access high-quality Relationships Education, Health Education and RSE that is appropriate to their age, stage of development and individual needs.

We recognise and celebrate the diversity of our school community and wider society. Children come from a range of family structures, backgrounds, cultures, religions and belief systems, and these differences are acknowledged and respected throughout the curriculum.

Teaching and resources are carefully selected to:

- Promote equality, diversity and inclusion.
- Reflect the diversity of modern Britain.
- Challenge stereotypes and discrimination.
- Foster respect, empathy and understanding.
- Support pupils in developing positive relationships with people whose experiences may be different from their own.

Discussions relating to diversity and protected characteristics are approached objectively, sensitively and in an age-appropriate manner. Teaching is rooted in factual information and reflects the school's legal duties under the Equality Act 2010.

We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. Through our curriculum, pupils are taught the importance of respect, kindness, fairness and inclusion, reflecting our school values of **Respect, Responsibility and Resilience**.

Special Educational Needs and Disabilities (SEND)

All pupils are entitled to access the full PSHE and RSHE curriculum.

Teachers adapt lessons, resources and teaching approaches to ensure that pupils with Special Educational Needs and Disabilities (SEND) can participate fully and achieve the intended learning outcomes.

Reasonable adjustments may include:

- Visual prompts and communication aids.
- Adapted language and vocabulary.

- Additional adult support.
- Personalised learning approaches.
- Small-group or individual reinforcement activities.
- Alternative methods for recording and demonstrating understanding.

Staff use their knowledge of individual pupils to ensure learning remains inclusive, accessible and meaningful for all.

Safeguarding

Creating a safe learning environment is fundamental to effective PSHE and RSHE education.

Through the ground rules established within lessons, pupils are reminded that personal questions, personal experiences and sensitive information should not be shared openly in class. They are also reminded that they can speak privately with a trusted adult if they have any concerns or questions arising from learning.

Staff recognise that teaching about relationships, safety, consent, wellbeing and healthy behaviours may occasionally lead to disclosures of safeguarding concerns. If a disclosure is made, or a concern arises, staff will follow the school's safeguarding and child protection procedures immediately.

All staff delivering PSHE and RSHE receive appropriate guidance and training to ensure they understand:

- Their responsibilities for safeguarding children.
- How to respond to disclosures appropriately.
- How to manage sensitive discussions.
- When concerns should be reported to the Designated Safeguarding Lead (DSL).
- How to maintain appropriate professional boundaries.

PSHE and RSHE make a significant contribution to our safeguarding curriculum by helping pupils to:

- Recognise unsafe situations.
- Understand healthy and unhealthy relationships.
- Develop awareness of personal boundaries.
- Stay safe online and offline.
- Identify trusted adults.
- Know how and where to seek help.

Parents and Carers

The role of the parents/carers in the development of their children’s understanding about relationships is vital. Parents/carers ae the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We are committed to working closely with parents/carers to ensure that we create the best possible Relationships Education/RSE curriculum for our children, while also supporting parents/carers in the conversations they may have with their children around these topics. We aim to build a partnership approach where transparency and respectful understanding are the basis for all discussions. Parents/carers are welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject leader.

We keep parents/carers informed by:

- Publication of this policy on the school website.
- Curriculum information published on the school website.
- Annual curriculum overviews.
- Half-termly curriculum newsletters outlining forthcoming learning.
- Meetings and discussions with school staff where required.

If parents/carers wish to request that their child be withdrawn from any non-statutory sex education lesson, they should contact the school. Parents/carers will be invited to meeting to discuss concerns and view relevant teaching resources. If parents/carers choose to proceed with withdrawal, the request is recorded and alternative provision is made for the child during these sessions so that they are not present in the lesson. It is important that parents/carers who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

Parents and carers are welcome to contact the Headteacher or PSHE Subject Leader to discuss the curriculum, view teaching materials or raise any questions or concerns.

Withdrawal from Non-Statutory Sex Education

Parents and carers should note that there is no right to withdraw children from the statutory National Curriculum for Science. This includes aspects of human growth, reproduction and life cycles taught through Science. Parents may only request withdrawal from the additional non-statutory sex education content taught in Year 6.

While Relationships Education and Health Education are statutory and all pupils are expected to participate in these lessons, parents and carers have the right to request withdrawal from the non-statutory sex education elements taught in Year 6.

If a parent or carer wishes to request withdrawal:

1. They should contact the school in writing.
2. A meeting will be arranged to discuss any concerns and explain the content and purpose of the lessons.
3. Relevant teaching materials and resources will be made available for review.
4. If the parent or carer chooses to proceed with withdrawal, this decision will be formally recorded.
5. Appropriate alternative provision and supervision will be arranged for the pupil during the lesson.

Parents and carers should be aware that pupils may hear or encounter discussions relating to these topics from other pupils, through the media or in everyday life. The school therefore encourages parents and carers to consider carefully the benefits of their child receiving accurate, age-appropriate information within a planned educational context.

We value the partnership between home and school and seek to work collaboratively with families to ensure that all pupils receive the knowledge, support and guidance they need to remain safe, healthy and well prepared for the next stage of their education and life.

Roles and Responsibilities

Governors will:

• Approving the policy and hold the headteacher to account for its implementation based on statutory duties.

• Ensure that governors are supportive of the school's policy, aims and objectives relating to Relationships Education/RSE.

Headteacher will:

• Oversee all aspects of this policy and ensure it is implemented and reviewed as required.

• Work with the subject lead to support the implementation of this policy.

• Ensure that Relationships Education/RSE is taught consistently across the school in line with this policy.

• Manage the process for any parental requests to withdraw children from non-statutory sex education.

• Ensure that all staff receive appropriate training to deliver the curriculum.

• Ensure that all staff are aware of this policy and associated guidance.

• Ensure that the school meets statutory requirements for Relationship education, RSE and Health Education.

• Communicate with staff, parents, governors/trustees to ensure understanding of the school's Relationships Education/RSE curriculum and policy.

Subject lead will:

• Oversee the day-to-day operation of the school's Relationships Education/RSE provision and policy.

• Keep up to date with changes in legislation and best practice.

• Support or organise training where necessary.

• Liaise with relevant external agencies (e.g. school nursing service or visitors)

• Ensure appropriate resources and materials are available.

• Develop, review, monitor and evaluate the delivery of Relationships Education/RSE.

• Monitor assessment tasks completed at the end of each

All staff:

• Teach Relationships Education/RSE in line with this policy and the school curriculum.

• Model positive attitudes and behaviours.

• Consult the subject lead if they have any questions regarding provision.

• Monitor progress and provide feedback on delivery when requested.

• Respond to the needs of individual children and adapt provision as required.

• Ensure personal beliefs and attitudes do not prevent the delivery of balanced and inclusive Relationships Education/RSE.

• Keep up to date with school policy and curriculum requirements around Relationships Education/RSE.

• Take part in training as required.

• Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.

• Respond appropriately to parental requests to withdraw a child from non-statutory sex education.

Children will:

• Take part fully in lessons.

• Follow and contribute to agreed ground rules in lessons.

• Behave appropriately and treat others with respect and sensitivity.

• Talk to teachers or other school staff if they have worries or concerns.

• Support the creation of positive and inclusive Relationships Education/RSE lessons.

Parents will:

• Share responsibility for supporting their child's Relationships Education/RSE learning and wider personal, social and emotional development.

• Support the delivery of Relationships Education/RSE in line with this policy.

• Engage in consultation and information-sharing opportunities.

• Seek support from the school where needed.

Assessment

Children start with different levels of prior knowledge and life experience. Accordingly, assessment is primarily ipsative: focusing on where each child is starting from and the progress they make over a period of learning, rather than comparison with others.

Formative Assessment

The PSHE Association's Relationships Education/RSE & PSHE lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These tools allow teaching staff to assess understanding in real-time.

Summative Assessment

Each unit includes a *knowledge catcher* that can be used at the start of the unit and revisited at the end to check pupils' progress over time. This allows pupils to show what they already know before learning begins and to demonstrate how their knowledge and understanding have developed by the end of the unit.

Written outcomes

Pupils demonstrate their learning and provide evidence of progress through a variety of activities, including structured written work, diagrams and creative responses.

In RSE & PSHE, pupil outcomes go beyond pupils being able to recall key knowledge or demonstrate specific skills in the classroom. The curriculum is designed to support pupils' confidence, wellbeing and the way they interact with others in everyday situations.

These aspects of learning develop gradually over time and can be harder to measure. When taught consistently as part of a well-sequenced curriculum, schools may notice changes in pupils' attitudes, choices and behaviour across school life.

Monitoring and Evaluation

Our aim is to provide Relationships Education/RSE that is relevant and tailored to meet the needs of our children, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

The subject leader is responsible for monitoring and evaluation provision to ensure that the programme is effective and impactful. Monitoring and evaluation will include:

- Monitoring of planning
- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice
- Staff feedback
- Parental feedback
- Surveys

Review

This policy will be reviewed annually.

Next review is due September 2027