

Sebert Wood Community Primary School

Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) Policy



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Date approved:

Signature of Chair of Governors:

This curriculum area known as PSHE (Personal, Social, Health and Economic Education) is an umbrella term that incorporates RSE (Relationships and Sex Education) which is compulsory as of September 2021. We will comply with the government's statutory guidance for RSE. The Government has added new Statutory Guidance to be implemented in September 2026 this emphasizes that Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

This policy has been formed in consultation with the headteacher, governors, parents and pupils. During these discussions it has been explained that our pupils will learn how to be respectful of others, be able to accept that diversity is part of the world we live in and know how to keep both mentally and physically safe.

Aims and objectives of this PSHE and RSE policy

PSHE education contributes to the school's statutory duties (outlined in the Education Act 2002 and the Academies Act 2010) to provide a balanced and broad curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. This policy aims to set out how, when and why these subjects will be taught in school. We value parents' contribution to educate their child about their family's culture and values. In addition to this, we will also provide information about respect, relationships, diversity in society and sexual education. Sebert Wood teaches the values of showing respect for others in the modern world we live in. We will teach pupils how to be healthy and keep safe both emotionally and physically. This will also include teaching about online safety and how they can communicate to adults when they feel unsafe, both online and in person. Pupils will be taught PSHE and RSE sensitively, taking into consideration their age and emotional development. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem. It enables them to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognize, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings - developing an understanding of themselves, empathy and the ability to work with others. It will help pupils to form and maintain positive relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Links with other subjects and policies

Please read this policy in conjunction with:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education
- Online Safety and Acceptable Use of Technology Policy- *covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support. In the Spring Term the whole school has a focused Internet Safety Day.*
- Science Policy- *pupils will be taught about growth, change and reproduction in plants, animals and humans. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty in KS2.*
- Physical Education Policy- *physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.*
- Religious Education Policy- *In RE we teach about values and beliefs of different religions. We intend for pupils to learn to respect each other's experiences, reflecting on similarities and differences.*

- British Values & SMSC statements
- SEND Policy
- Confidentiality Policy

How will PSHE / RSE be taught?

The objectives of the PSHE Curriculum will be taught:

- through designated lessons, circle time and focused events;
- during other curriculum areas, especially Science, RE, Computing and PE;
- as enrichment activities, especially our assembly programme, involvement in school trips and adventurous activities, and Year 6 Crucial Crew;
- using a scheme developed by Cambridgeshire PSHE service, which staff can access via pshecambbridgeshire.org.uk: the units of work are also on the school's Sharepoint

The Cambridgeshire scheme sets out the main themes / units of work, which are developed over several years teaching, from Early years to Year 6.

- Beginning and belonging; rights, rules and responsibilities
- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends – Me and my world
- Managing Change
- My Emotions
- Being Safe: Personal Safety – Keeping safe including drug awareness
- Relationships and Sex Education – My body and growing up
- Healthy lifestyles – mental and physical health

The programme of study for PSHE education (key stages 1 - 2) identifies the key concepts, skills and attributes that are developed through PSHE lessons. It helps the school fulfil its statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development. In addition, it prepares pupils for the opportunities, responsibilities and a variety of experiences in life.

Responsibilities for curriculum delivery and policy implementation

We regard PSHE as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from teachers and the subject Co-ordinator where necessary.

The RSE curriculum will primarily be delivered by class teachers and supported by HLTAs. We believe these staff are best placed to take responsibility for this teaching, due to their established relationships with pupils and having had the relevant training.

School governors are responsible for:

- making sure curriculum subjects are resourced, staffed and timetabled in a way that the school can fulfil its legal obligations;
- making sure there is clear information provided for parents / carers on the subject content and about the right to withdraw;
- ensuring that the policy has been made available to parents.

Resources

We will primarily use the Cambridgeshire Primary Personal Development programme and the resources recommended within it when planning and delivery the RSHE curriculum. We will avoid a 'resource-led' approach to delivering RSHE, instead focusing on the needs of the children, linked to our planned learning objectives. We will carefully select resources which meet the needs of these objectives. We will evaluate teacher resources, leaflets and videos before using them. For instance, we may use the NSPCC 'Pants' video.

Resources will:

- Be consistent with our curriculum for PSHE / RSHE
- Relate to the aims and objectives of this policy
- Be suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- Be in a format that appeals to children
- Be up-to-date in factual content
- Be produced by a reputable organisation
- Not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements for RSE

Use of visitors to support PSHE / RSE

We believe that RSHE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The education, care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not work alone with pupils but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the class teacher and subject co-ordinator beforehand.
- The contributions of visitors will be regularly monitored and evaluated. The class teacher and visitor(s) will reflect on each session and any arising issues, modifying future practice if required.

Assessment

We cannot make any assumptions based on a pupil's age or year group, about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes.

Therefore, we will use an ipsative approach. This means the benchmark against which progress is measured will be the pupils' own starting point, not the performance of others. We will engage the pupils through verbal discussions or written assessment activities to establish their next steps in learning; this may take the form of a mind map.

Pupils will write down all they know about a subject or a question they would like to answer. At the end of the unit of work they will revisit the mind map, adding in their new knowledge or beliefs that have changed.

Teacher assessments will be made based upon the criteria for the lessons and schemes of work. Information will be gathered during lessons and across the informal interactions staff have with pupils. This may include written work, depending on the age of the pupil.

Pupil Participation

We will involve children in the evaluation and development of their PSHE in ways appropriate to their age. Pupil voice is obtained through school council meetings and feedback that is invited from pupils as an ongoing process when reflecting on how and what has been taught.

RELATIONSHIPS AND SEX EDUCATION

Following the DfE Statutory Guidance 2026

How will Relationships and Sex Education be taught?

Each year group will focus on key values, skills and knowledge, these will be repeated in future year groups but in greater depth. These lessons will be at a suitable level for the age and emotional development of the class. At Sebert Wood, Relationship, Sex and Health Education in PSHE lessons will ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty

Pupils will be taught that school is a safe environment to learn, share experiences and ask questions. Teachers will explain to the children that there are ground rules for when they are in RSE lessons.

Curriculum Content

The curriculum will be based upon the long term Programme of Study from Cambridgeshire PSHE Service. The key objectives from the Programme of Study for each year group are in the appendix.

The ground rules are:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- only the correct names for body parts will be taught and used by teachers
- meanings of words will be explained in a sensible and factual way.

When being taught about puberty, lessons will be organised to be culturally appropriate. Within some faith communities it would not be appropriate to teach boys and girls together. Research has also shown that boys are less likely to discuss RSHE at home and therefore providing a safe environment in school to ask questions is very important.

Young girls who have begun the process of starting menstruation will need emotional and physical support from the school. It will be dealt with in a discrete manner and sanitary protection will be provided if necessary. We aim to discuss with parents how we can best to support their child at this delicate time and new experience.

Answering questions

We acknowledge that sensitive and complex issues will arise in RSHE, as students will naturally ask questions. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. However, if pupils wish to talk about their faith's view on relationships and sex we will not discourage this. When spontaneous discussion arises, it will be guided in a way that reflects the stated aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group to the whole class.

We are aware that younger pupils may be aware of puberty and may ask questions beyond the planned curriculum for their year group. We will answer their questions appropriately on an individual basis, away from the class. We will use age-appropriate language and inform parents of the discussion we have had. If a member of staff is uncertain about how to answer the question, or indeed whether they wish to answer it, they will seek guidance from the head teacher or the PSHE co-ordinator.

Safeguarding and Child Protection

We recognise that because effective RSHE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated safeguarding lead immediately. All staff are aware of safeguarding procedures and have been trained to record and report any concerns about a pupil's safety on CPOMS, and the relevant safeguarding procedures will be followed.

Being Safe: This area of the statutory content is delivered in a variety of different topics. A key topic for delivering this content is called 'Being Safe'.

Our Aims for Being Safe: A culture of safeguarding runs through everything we do in school. In this topic, we aim to proactively teach skills and attitudes which will enable children to keep themselves safer. Relationships Education Policy 2026 includes content taken from the 'Being safe' section of the DfE statutory guidance for Relationships Education and supports us in fulfilling our duties (KCSIE 2025) to prevent (child on child) abuse and to enable children to report concerns and abuse, both on and offline. In addition to our broad aims for Relationships Education, in our planned lessons on 'Being Safe' we aim to ensure that children:

- understand about boundaries in peer and child/adult relationships and how to communicate about these.
- understand concepts of bodily autonomy and privacy.
- recognise when a relationship is harmful or abusive and be able to report abuse or concerns about behaviour on or offline.
- develop skills to communicate concerns and to be persistent with trusted adults.

Aims for 'Digital Lifestyles'

In this topic, we aim to proactively teach skills and attitudes which will enable children to reap the benefits of the increased technological connectivity, whilst ensuring that they and their parents/carers are aware of the skills and actions they should take to keep themselves safer.

This topic includes content taken from the 'Online Safety and Awareness' section of the DfE statutory guidance for Relationships Education. It should be noted however that many elements of 'Online Safety and Awareness' are addressed in other topic areas, such as 'Family and Friends' and 'Anti-bullying'.

In addition to our broad aims for Relationships Education, in our planned lessons on 'Digital Lifestyles' we aim to ensure that children:

- understand how to show the same levels of respect in online interactions as in those which are face to face.
- develop critical thinking skills about the information they see online and the interactions they have.
- develop understanding that some content online is not appropriate for children and build skills to report and ask for help, when they encounter it.
- recognise the benefits and risks of sharing information online and how to seek help.

Bullying and Homophobia: we are obliged to follow the legislation of the Equality Act 2010

These two topics contain the main location for our teaching on the DfE statutory guidance for Relationships Education content 'Families and People who Care for me' and 'Caring Friendships.' Schools need to be able to deal with homophobic bullying. Guidance issued by the Department (Social Inclusion: Pupil Support Circular 10/99) dealt with the unacceptability of and emotional distress and harm caused by bullying in whatever form – be it racial, because of a pupil's appearance, related to sexual orientation or for any other reason.

At Sebert Wood school we believe that PSHE / RSE has an important role in teaching pupils that bullying of any kind (race, faith, disability, gender, sexual orientation or culture for instance traveller families) is never acceptable. We will talk about LGBT people and their families in a sensitive and age-appropriate way. It will be fully integrated into the programmes of study units rather than delivered as a stand-alone unit or lesson. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. In November, the whole school has a focussed 'Anti-Bullying Week'.

LGBT CONTENT: *We note the DfE's encouragement that primary schools should teach about 'healthy, loving relationships' (DfE RSHE paras 67-72). We will therefore teach about same sex relationships in the context of a wide range of family structures, in age-appropriate ways that will be familiar to our children, so that they understand that their peers' families might not be the same as theirs.*

We understand that there is significant, current debate about the concept of gender identity, that parents/carers will have different views and that children will have heard some of these. We will enable children to reflect on differing views with empathy and respect. We will teach children to identify and challenge stereotypes based on gender and any negative behaviours that stem from sexism or misogyny. When children raise the subject of gender identity, we will ensure that children are aware that those with the protected characteristic of gender reassignment or sexual orientation must be treated kindly, with respect and without prejudice.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special education needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE. In relation to nationality, gender identity, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE curriculum meets the needs of all:

- We will not promote one particular lifestyle or type of relationship over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We respect individual rights and choices in relation to sexual identity, sexual orientation and gender identity.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disabilities, we will review the RSHE policy to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

Communication with parents

The OFSTED inspection framework 2020 requires schools to have clear parameters on what children will be taught before moving to secondary school. Before pupils are taught about puberty in PSHE/RSE lessons, parents will be informed. We will also inform parents of the RSE curriculum content of each year group in advance of the unit being taught. The long-term plans will be placed in the curriculum section of the website. We hope this will prepare parents for any personal questions their child may ask at home. The school wants to work in partnership with parents, and they can make an appointment with the class teacher to discuss any concerns they have.

Puberty

We teach pupils about puberty in KS2, in accordance with our curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

Contraception

We recognise that some primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's RSE Questions in the Primary School'. Staff can access this on SharePoint in the 'Subjects' folder. Other members of the school community can email admin@sebertwood.co.uk for a copy. We will answer children's questions in general terms and will ensure that the answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception. On extremely rare occasions, when an adult in primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated safeguarding lead, who will make sensitive arrangements, ensuring that there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals. Sexual activity under 13 is always a

matter of Safeguarding and Child Protection.

The right to withdraw

Parents can withdraw a child from part of Relationship and Sex Education, but this excludes withdrawal from science lessons when pupils will learn about the reproduction of living things. At Sebert Wood, we value the important role parents play in educating their child. We encourage an open discussion about any concerns parents have by making an appointment with our head teacher, class teacher and if necessary, the school nurse. If a parent still wishes to remove their child, they will need to put this in writing. Our aim is to be open and honest, sharing how, when and which resources are being used to teach children in school. Parents or carers will be asked to reconfirm their decision to withdraw each time the specific Relationship and Sex Education unit is planned for their child's class / year group. Each year group will be sent a letter as to the content for their child at the start of a RSE unit.*The DfE offers schools information for parents who withdraw their children from sex and relationship education.

Process for subject development and policy review

We will consult pupils (e.g. through School Council) about their perception of our schools PSHE / RSE provision and the areas to be further developed.

Parents will be made aware of changes linked to the new DfE guidance and given the opportunity to come into school and discuss this.

This policy will be reviewed by the subject coordinator, SLT and Governors.

Long Term Plan B - Single year plan, alternate year groups

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Foundation	Beginning and Belonging MMR1 BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Identities & Diversity CI1 IDF Me and My World CI2 MWF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Healthy Lifestyles HSL3 HLF
Year 1	Beginning and Belonging MMR4 BB12	Family and Friends MMR6 FF12 Anti-bullying MMR7 AB12	Diversity and Communities CI4 DC12	Sex & Relationships Education HSL6 SR1 Drug Education HSL8 DE12	Personal Safety HSL9 PS12	Managing Change MMR8 MC12
Year 2	Rights, Rules and Responsibilities CI5 RR12	My Emotions MMR5 ME12 Anti-bullying MMR7 AB12	Working Together CI3 WT12 Financial Capability EW1 FC12	Sex & Relationships Education HSL10 SR2 Drug Education HSL8 DE12	Managing Risk HSL4 MR12 Safety Contexts HSL5 SC12	Healthy Lifestyles HSL7 HL12
Year 3	Beginning and Belonging MMR9 BB34	Family and Friends MMR11 FF34 Anti-bullying MMR12 AB34	Diversity and Communities CI7 DC34	Sex & Relationships Education HSL13 SR3 Drug Education HSL15 DE34	Personal Safety HSL16 PS34	Managing Change MMR13 MC34
Year 4	Rights, Rules and Responsibilities CI8 RR34	My Emotions MMR10 ME34 Anti-bullying MMR12 AB34	Working Together CI6 WT34 Financial Capability EW2 FC34	Sex & Relationships Education HSL17 SR4 Drug Education HSL15 DE34	Managing Risk HSL11 MR34 Safety Contexts HSL12 SC34	Healthy Lifestyles HSL14 HL34
Year 5	Beginning and Belonging MMR14 BB56	Family and Friends MMR16 FF56 Anti-bullying MMR17 AB56	Diversity and Communities CI10 DC56	Sex & Relationships Education HSL20 SR5 Drug Education HSL22 DE56	Personal Safety HSL23 PS56	Managing Change MMR18 MC56
Year 6	Rights, Rules and Responsibilities CI11 RR56	My Emotions MMR15 ME56 Anti-bullying MMR17 AB56	Working Together CI9 WT56 Financial Capability EW3 FC56	Sex & Relationships Education HSL24 SR6 Drug Education HSL22 DE56	Managing Risk HSL18 MR56 Safety Contexts HSL19 SC56	Healthy Lifestyles HSL21 HL56

Appendix B – Main RSE objectives for each year group

Year	MAIN OBJECTIVES
1	• be able to recognise names for the main external parts of the body. • be able to name the sexual parts using colloquial and taught medical names for body parts. • be able to describe what their bodies can do and understand how amazing their body is. • show some understanding that their body belongs to them. • be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.
2	• be able to recognise babies, children and adults of different ages and put them into age order. • understand that human babies grow inside their mothers. • be able to describe the main physical developments which take place in early childhood. • be able to describe some of the changes in responsibilities and expectations during early childhood. • understand the basic needs of babies. • understand how dependent a baby is on parents to provide its basic needs.
3	• be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. • be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female. • be able to give several examples of the capabilities of their own bodies. • be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things. • be able to look forward to new areas of responsibility for their personal hygiene. • be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness
4	• be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. • be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. • be able to identify an area for which they can take more responsibility. • be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.
5	• know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. • understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently. • have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. • understand the importance of washing regularly and of maintaining other hygiene routines during puberty.
6	• be able to describe the main stages of how a baby is made, using some scientific vocabulary. • be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively. • understand that puberty affects people in different ways both physically and emotionally. • understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. • describe some characteristics of a loving trusting relationship. • understand some basic reasons why a couple might choose to have children. • show awareness of some family arrangements which are different from theirs.