



PSHE and Relationship Education Policy

Approved by: J Clucas
Last reviewed on: February 2026
Next review due by: February 2027

Date: 01.02.26

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1. Statement of intent

At Layton Primary School we provide age-appropriate RHE (Relationships and Health Education) and personal, social and emotional education (PSHE) to all pupils as part of the school's statutory curriculum.

The interleaved PSHE and RHE curriculum enables pupils to secure the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy, both physically and emotionally, giving learners skills in, and knowledge, to make informed decisions. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

Our school aims to assure parents and pupils that all aspects of PSHE and relationships education will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to relationships will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

Our curriculum offer is bespoke, broad, balanced and tailored to the needs of the pupils at Layton Primary School, as per section 78 of the Education Act 2002 which states that a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

Our PSHE and RHE curriculum also aligns with our safeguarding policies; it equips pupils with the skills they need to stay free from harm and embeds fundamental British Values and a tolerance and respect for all.

This policy sets out the framework for our PSHE and relationships curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction within the National Curriculum.

2. Rationale and Ethos

Layton Primary School's vision for PSHE and RHE is for each child:

"To develop strategies, and a toolkit, for understanding their own and others' emotions, to know how to build healthy relationships to stay safe and succeed in the wider world."

This policy covers our schools' approach to the Personal, Social, Health and Emotional Education (PSHE) curriculum, including the statutory aspect of Relationship and Health Education (RHE). Throughout this policy PSHE will include the statutory aspects of RHE.

At Layton Primary School, we will also include some aspects of Sex Education, that are inline with the statutory requirements of the Science National curriculum, as recommended by the DfE, PSHE Association and approved by our governing body (allowing parents/carers the right to withdraw).

PSHE is valued as a way to support children's personal, social and emotional development. We believe it will provide children with the opportunity to develop a sense of self, to empower them with a voice and to fully equip them for future life and learning. Relationship education is important for our pupils as it provides knowledge and skills to help them to be safe, healthy and happy as they grow up and in their future lives

We consider the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Our PSHE curriculum is designed in such a way that it is:

- Age appropriate (in regards to age and stage of development)
- Is inclusive and meets the needs of all our pupils, including those with SEND
- Is sensitive and responsive to the needs, age, cultural and religious views of our pupils and their family backgrounds.

The curriculum sets out learning opportunities for each year group, with clear progression of knowledge and skills in three core concepts under which there are seven separate categories:

Schools also have specific responsibilities in law, in relation to equality and protected characteristics. The PSHE curriculum at Layton Primary School seeks to foster these equalities and challenge all forms of discrimination and bullying, whilst being respectful of pupils' and parents' views.

3. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 78 of the Education Act 2002
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Keeping Children Safe in Education

- SEND code of practice: 0 to 25 Years
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural education (SNSC))
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education 2025'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Online Safety Policy

4. Roles and responsibilities

The PSHE curriculum is led by the Senior Leadership Team, SENDCO and the DSL.

The governing body are responsible for:

- Ensuring the curriculum is well led and effectively managed
- Ensuring teaching is delivered in a way that is inclusive and meets the needs of all children, including those with SEND
- Playing an active role in monitoring, developing and reviewing the implementation of the policy in school.
- Appointing a link governor who supports the school and monitors any aspects included within the SDP

The headteacher is responsible for:

- The overall implementation of this policy
- Reviewing requests from parents to withdraw their children from elements of the PSHE education curriculum delivered in Year 5 and 6. This is the only part of the curriculum that parents have the right to withdraw their children from.
- Reporting to the governing team on the effectiveness of this policy
- Ensuring there is adequate time allocated for PSHE and RHE on the weekly timetable.

The curriculum leaders are responsible for:

- Implementing the delivery of the PSHE and RHE curriculum
- Ensuring staff are suitably trained to deliver the content of the curriculum
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Ensuring planning is age appropriate, inclusive to all, robust and shows a clear progression of knowledge and skills
- Ensuring teachers are provided with adequate resources to support the teaching of PSHE and RHE
- Ensure the school meets its statutory requirements in relation to the RHE and PSHE curriculum
- Monitoring and evaluating the effectiveness of PSHE and RHE providing reports to the governing body and Senior Leadership team.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced relationships education in school.
- Ensuring the implementation of agreed vocabulary consistently across school
- Liaising with parents and carers to support further conversations at home and to share the resources ahead of teaching, upon request.

All school staff work together to:

- Deliver a high-quality, robust, inclusive and age-appropriate curriculum in line with statutory requirements

- Use assessment for learning and resources to provide a challenging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the curriculum
- Model positive attitudes to PSHE and RHE
- Respond to any safeguarding concerns in line with our Safeguarding Policy
- Work with curriculum Leaders to evaluate the quality of provision

5. Curriculum Design

Our PSHE curriculum includes the statutory aspect of Relationships and Health education as an integral part of it. At Layton Primary School, we will include wider aspects of sex education as recommended by the DfE, PSHE Association and approved by our governing team (allowing parents the right to withdraw). This is in line with the Science National Curriculum.

As stated above, the curriculum sets out learning opportunities for each year group, with clear progression of knowledge and skills in three core concepts under which there are seven separate categories:

Health and Wellbeing		Relationships			Living in the wider world	
Physical Health	Emotional Health	Family, friendships and safe relationships	Understanding and managing emotions for myself and other	Keeping myself and others safe	Rights and responsibilities	Celebrating differences and raising aspirations

How is the curriculum organised?

- A whole school curriculum overview
- Long term progression in knowledge across all year groups
- Medium-term plans every half term across all year groups, including vocabulary to be taught progressively
- A PSHE and RHE calendar including events that tie in with British Values and school values

Our curriculum covers all statutory requirements of the DfE's 'Relationships Education, RSE and Health education' guidance (DfE, 2025). Our curriculum allows different year groups to work on the core concepts, whilst building a spiral progression of the knowledge categories year on year.

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. Relationships education is delivered through a variety of opportunities including designated PSHE curriculum time as part of a spiral curriculum, circle time, Use of external agencies and/or services, School ethos and 5Rs, small group work, through cross-curricular links,

assemblies, enrichment days and weeks and residential trips. Children practice their relationship skills at every opportunity throughout the school day as 'relationships' is one of the 5Rs.

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.

- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them (for example, physically, character, personality or background), or make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Health education overview

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.

- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.

- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid (also refer to Layton's Personal Development Offer)

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

How is the curriculum delivered?

Relationships Education is delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, 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.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development (data from CPOMs etc).
- The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lessons will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
- Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE and RHE teaching.

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver relationships education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching relationships education is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the PSHE team for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

Assessment

Whilst there are no formal assessments for the PSHE curriculum, the staff will follow the school's assessment for learning protocol, to ensure that all pupils make the required progress.

Where appropriate, pupil's work will be recorded in a class floor book, with evidence such as photos, post it notes and word clouds.

6. Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum; however, the school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum, with our approach being that: we do not teach pupils sex education beyond what is required of the science curriculum

This curriculum is taught in years 5 and 6.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

The headteacher will discuss the request with the parent and, if appropriate, their child, 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 adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

7. Working with parents, carers and the wider community

At Layton Primary School we work closely with parents when planning and delivering these subjects.

We ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory relationships education.

Parents are given every opportunity to understand the purpose and content of Relationships Education. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

We build a good relationship with parents on these subjects over time, for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to

talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.

8. Working with external experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

9. Monitoring and Review

This policy will be reviewed on an annual basis by the PSHE team and headteacher. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.