



PSHE and Relationship Education

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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/carers 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 80a 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.

Layton Primary School only include aspects of Sex Education that are in line with the statutory requirements of the Science National curriculum, as recommended by the DfE, PSHE Association and approved by our governing body. Parents do not have the right to withdraw their children from relationships and health education nor can they be withdrawn from topics taught as part of the science curriculum.

PSHE is valued as a way to support children's personal, social and emotional development. We believe that this 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 (regarding 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 a specific responsibility 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 80A of the Education Act 2002
- Education Act 1996 & 2002
- Children and Social Work Act 2017

- Equality Act 2010
- DfE 'Personal, social, health and economic (PSHE) education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Keeping children safe in education 2026'
- DfE National Curriculum in England: framework for Key stages 1-4

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Online Safety Policy
- Artificial Intelligence 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 and implemented
- 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
- Providing clear information for parents on subject content and there is no right to withdraw as the content is delivered inline with the National Curriculum
- Ensuring that all staff receive ongoing training and are kept up to date with policy changes.

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.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of the curriculum.
- Providing the agreed vocabulary to be used during lessons to ensure a consistent approach.

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 and the science 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 whole school assembly calendar that reflects PSHE and RHE curriculum, 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

Through the curriculum, pupils will be taught:

- That families are important for them to grow up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent 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

Through the curriculum, pupils will be taught: How important friendships are in making us feel happy and secure, and how people choose and make friends.

- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, 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 kind relationships

Through the curriculum, pupils will be taught:

How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to balance the needs and wishes of different people in relationships and why this can be complicated.

- The importance of setting and respecting healthy boundaries in relationships with friends, families, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect.
- How to be assertive and express needs and boundaries.
- How to manage feelings, including disappointment and frustration.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.
- About the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness - including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- 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

Through the curriculum, pupils will be taught:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- About the importance of exercising caution about sharing any information about themselves online.
- About online risks, including that any material provided online might be circulated, and that once a picture or word has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

Through the curriculum, pupils will be taught:

What sorts of boundaries are appropriate in friendships with peers and others – including online.

- About the concept of privacy and the implications of it for both children and adults, including 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 when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.

Health education overview

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

General wellbeing

Through the curriculum, pupils will be taught:

About the benefits of physical activity, time outdoors, and helping others with health, wellbeing and happiness.

- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.
- That worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk 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 and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- 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 their own or someone else's mental wellbeing or ability to control their emotions.
- That it is common to experience mental ill health and early support can help.

Internet safety and harms

Physical health and fitness

Through the curriculum, pupils will be taught:

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

Through the curriculum, pupils will be taught:

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

Pupils will be taught about the facts relating to legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This will include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health and prevention

Through the curriculum, pupils will be taught:

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, the amount of sleep recommended for their age, and practical steps for improving sleep.
- About the impact of poor sleep on 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.

Personal safety

Through the curriculum, pupils will be taught

- About hazards that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

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

Through the curriculum, pupils will be taught:

- 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.

Developing bodies

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 and is an integral part of Layton's 5Rs.

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.

Evidence of pupil's learning will be recorded in a class floor book, with evidence such as photos, post it notes, word clouds etc. This will be used as a toolkit in the classroom for pupils to refer back to and will also stay with the class as they move through school to show progression.

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.

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.