



Barley Mow Primary School

Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy (DRAFT)

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Adopted by Governors:

Date for Review:

This policy should be read in conjunction with school policies for Safeguarding, Online safety, Anti-bullying, Equality duty, Behaviour and Science policies.

Policy Development and Review

This is the policy of Barley Mow Primary School on the approach taken to Personal, Social, Health and Economic Education (PSHE) including Relationships, Sex and Health Education (RSHE).

As part of the statutory requirements for Relationships Education and Health Education, all primary schools in England must have a written Relationships Education policy. This policy also reflects the school's wider provision for PSHE education.

The policy has been developed to meet the needs of pupils and parents/carers and reflects the community served by Barley Mow Primary School.

This policy has been developed and reviewed in consultation with staff, governors, parents/carers and pupils. The school recognises the importance of working in partnership with families to ensure that children receive effective and appropriate PSHE and RSHE education which supports their wellbeing, safety and personal development.

Barley Mow Primary School is committed to ensuring that parents and carers are informed about the curriculum and are able to access information and resources where appropriate. Parents and carers are encouraged to discuss any questions or concerns with the Headteacher or subject leader.

This policy aims to provide guidance and information on all aspects of PSHE and RSHE for staff, parents/carers, governors and other stakeholders.

The policy was reviewed and updated by the Headteacher and subject leader in consultation with staff and governors and was approved by the Governing Body.

This policy is available to read and download from the school website. Copies can also be requested free of charge from the school office.

The policy will be reviewed every three years or earlier if statutory guidance or school provision changes.

Statutory and Legal Requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools and Barley Mow Primary School does not teach additional non-statutory sex education.

However, the statutory curriculum for Relationships Education, Health Education and National Curriculum science includes learning related to human development, puberty and reproduction. The National Curriculum for science includes subject content such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance.

At Barley Mow Primary School, we deliver Relationships Education and Health Education in line with statutory duties and requirements through our PSHE curriculum.

As a maintained primary school, we are required to provide Relationships Education and Health Education to all pupils in line with the Children and Social Work Act 2017.

In teaching RSHE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996.

Legislation and guidance documents that inform our school's PSHE/RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (2025).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).

Aims of PSHE and RSHE

At Barley Mow Primary School, we believe that our pupils need to be educated in Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

PSHE supports children's personal development by helping them to develop the knowledge, skills and attributes they need to manage their lives now and in the future. Through PSHE, pupils learn how to stay healthy and safe, build positive relationships, manage their emotions and wellbeing, become responsible members of society and develop an understanding of economic wellbeing, including making informed choices about money, resources and future aspirations.

Relationships, Sex and Health Education (RSHE) forms an important part of the PSHE curriculum. RSHE supports children and young people's personal development, including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults.

Their learning will support them both online and offline, enabling them to make informed choices about their safety, physical and mental health so they can live positive and fulfilled lives.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

At Barley Mow Primary School, we do not teach additional non-statutory sex education. However, pupils learn about human development, puberty and reproduction through the statutory National Curriculum for science and Health Education requirements.

We consider effective Relationships Education and RSHE to be a vital part of the school's approach to effective safeguarding. We believe Relationships Education and RSHE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

The overarching aims of Relationships Education and RSHE at our school are to:

- support pupils to develop positive and respectful relationships;
- promote emotional wellbeing, resilience and confidence;
- develop the knowledge and skills needed to stay safe and healthy;
- prepare pupils for the physical and emotional changes of growing up; and
- encourage pupils to become responsible and respectful members of society.

The aims of RSHE in our setting link closely to our school values and our commitment to providing a safe, inclusive and supportive learning environment for all pupils.

Relationships Education and RSHE are not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

We ensure that any Relationships Education and RSHE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have Special Educational Needs and Disabilities (SEND).

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Curriculum Content and Organisation

Our PSHE and RSHE curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

The PSHE/RSHE subject lead is responsible for overseeing and organising the PSHE and Relationships Education curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

PSHE and Relationships Education are delivered through our PSHE curriculum. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help pupils develop confidence in talking about and considering the relationships and experiences they may encounter in everyday life.

Relationships Education and RSHE are taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the needs of pupils and supports them to manage the opportunities and challenges they may face as they grow up.

At Barley Mow Primary School, we use the Kapow Primary PSHE and RSHE scheme of work as the basis for our PSHE and Relationships Education provision.

Our PSHE and RSHE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as science and religious education. Pupils may also explore related themes through assemblies, whole-school projects and events, where appropriate.

At Barley Mow Primary School, PSHE and RSHE are delivered through weekly timetabled lessons which allow pupils to develop knowledge, skills and understanding progressively across the school. Related statutory elements are also delivered through science, in line with the National Curriculum.

As part of our PSHE and RSHE curriculum, we cover a range of topics and learning outcomes that support pupils' personal development, wellbeing, safety and understanding of relationships.

At Barley Mow Primary School, we do not teach additional non-statutory sex education. Any learning related to human development, puberty and reproduction is delivered through the statutory National Curriculum for science and Health Education requirements.

The PSHE and RSHE curriculum is reviewed regularly by the subject leader and senior leaders to ensure that it continues to meet the needs of pupils and reflects current statutory guidance and best practice.

Teaching and resources are selected carefully to ensure that learning is age-appropriate, inclusive and relevant to the experiences and needs of pupils at Barley Mow Primary School.

Pupil voice, staff feedback and wider school priorities may also be used to help inform curriculum development and delivery.

Our curriculum supports pupils to develop the knowledge and skills needed to manage friendships, emotions, online relationships, wellbeing and personal safety in an increasingly complex world.

For further information about our PSHE and RSHE curriculum, see the curriculum overview in Appendix 1.

Delivery of PSHE and RSHE

Our PSHE and RSHE curriculum is delivered predominantly by teachers and other staff within our school from Early Years to Year 6 and forms part of our timetabled weekly PSHE curriculum.

We recognise that external visitors can add value to the teaching and delivery of PSHE and RSHE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors, such as the school nurse, may contribute to the delivery of aspects of PSHE and RSHE. Relevant school policies, including this policy and safeguarding procedures, are shared with visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective PSHE and RSHE delivery, particularly where sensitive or complex issues may be explored. Barley Mow Primary School supports pupils to develop confidence in talking, listening and thinking about relationships, emotions, wellbeing and personal safety in a safe and secure way.

To support this, a range of strategies are used, including:

- establishing clear ground rules and learning agreements with pupils;
- using distancing techniques and strategies;
- using age-appropriate language and materials;
- encouraging reflection and discussion;
- supporting respectful listening and communication; and
- ensuring that pupils know where to access support if needed.

A wide variety of teaching and learning approaches are used within the Kapow Primary PSHE and RSHE programme to support effective and sensitive delivery. These include:

- scenarios and stories;
- images and visual prompts;
- discussion and reflection activities;
- role play;
- problem-solving activities;
- independent, paired and group work; and
- anonymous question opportunities where appropriate.

Staff receive training where required to support safe and effective delivery, including guidance on managing sensitive topics and pupil questions.

Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum and according to the age and maturity of the pupils concerned.

At Barley Mow Primary School, we do not teach additional non-statutory sex education. However, pupils may sometimes ask questions linked to topics that are outside the primary curriculum or beyond the scope of the lesson being taught. In these situations, teachers will respond sensitively and appropriately, using professional judgement and in line with safeguarding procedures.

Where a question is not age-appropriate, falls outside the curriculum or is not appropriate to answer within a whole-class setting, teachers may redirect the discussion, remind pupils of agreed ground rules or encourage pupils to discuss the matter further with a parent, carer or trusted adult.

Staff may use responses such as:

“That is an important question, but it is not something we are covering in today’s lesson. If you are worried or would like to talk further, you can speak to a trusted adult.”

If staff have concerns regarding a pupil’s question or comments, they will follow the school’s safeguarding procedures.

When delivering PSHE and RSHE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations are made so learning is inclusive, engaging, safe and accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND).

As part of our PSHE and RSHE provision, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been discussed. Helping children understand that support is always available from trusted adults is an important aspect of our PSHE and RSHE curriculum.

Pupils may also be signposted to age-appropriate external sources of support, such as Childline, where appropriate.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of PSHE and RSHE at a level that is appropriate for their age and stage of development, with differentiated provision where required. We operate a fully inclusive ethos at Barley Mow Primary School.

Lesson plans, teaching approaches and resources are adapted by the subject leader and class teachers where necessary to ensure that all pupils can effectively access learning, including pupils with Special Educational Needs and Disabilities (SEND) and other additional needs.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around PSHE and RSHE topics, as well as acknowledging that pupils may come from a variety of family backgrounds and experiences. These differences are reflected through teaching and resources that promote diversity, inclusion, equality and respect.

During PSHE and RSHE sessions, discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive, respectful and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act 2010 to promote inclusion, mutual respect and equality of opportunity.

PSHE and RSHE provide opportunities to support pupils in understanding and respecting the protected characteristics identified within the Equality Act 2010 in an age-appropriate way. Through our curriculum, pupils are encouraged to develop respectful relationships and understanding towards those who may be different from themselves.

All schools in England have a legal responsibility to eliminate discrimination, foster good relationships and promote respect and understanding between individuals and groups. Our PSHE and RSHE provision supports these responsibilities in a safe, inclusive and supportive environment.

We ensure that our PSHE and RSHE curriculum reflects the needs of all pupils and helps prepare them for life in modern Britain.

Safeguarding and Confidentiality

Confidentiality in PSHE and RSHE lessons is managed in line with the school's safeguarding and confidentiality policies.

A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils understand that confidentiality cannot be guaranteed and that safeguarding procedures must always be followed where concerns arise.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSHE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective PSHE and RSHE, including developing an understanding of what is and is not appropriate in different relationships, may sometimes lead to safeguarding disclosures or concerns being raised by pupils. If this occurs, staff will follow the school's safeguarding procedures and inform the Designated Safeguarding Lead (DSL) or Headteacher as appropriate.

All staff are trained to handle questions, disclosures and sensitive discussions appropriately and sensitively. If a pupil's question or comment raises a safeguarding concern, staff will follow safeguarding procedures immediately.

Confidentiality is respected as far as possible; however, safeguarding and the wellbeing of pupils will always take priority.

Ground rules and other classroom strategies are used within lessons to help manage discussions, questions and behaviour, and to support the creation of a safe, respectful and supportive learning environment.

As part of the school's wider safeguarding approach, pupils are supported to understand who they can speak to if they are worried, upset or concerned about anything discussed during PSHE or RSHE lessons.

Working with Parents and Parents' Right to Withdraw

The role of parents and carers in the development of their children's understanding of relationships, health and wellbeing is vital. Parents and carers are the first educators of their children and have an important influence in helping them grow, develop and form healthy relationships.

At Barley Mow Primary School, we are committed to working closely with parents and carers to ensure that we provide an effective PSHE and RSHE curriculum that supports pupils' wellbeing, safety and personal development.

We aim to build positive partnerships with parents and carers based on openness, transparency and mutual respect. Parents and carers are encouraged to contact the school if they would like further information about the PSHE and RSHE curriculum or if they have any questions or concerns.

As part of our commitment to working in partnership with families:

- this policy is available on the school website;
- parents and carers may request to view curriculum materials used within PSHE and RSHE lessons;
- curriculum overviews are shared with parents and carers where appropriate; and
- the school will communicate any significant changes to the curriculum where necessary.

Where requested, parents and carers may arrange an appointment with the Headteacher or subject leader to discuss curriculum content, teaching approaches or resources used within PSHE and RSHE lessons.

Barley Mow Primary School values transparency and aims to ensure that parents and carers feel informed and supported in discussing relationships, health and wellbeing with their children at home.

At Barley Mow Primary School, we do not teach additional non-statutory sex education. Therefore, there are currently no planned lessons from which pupils may be withdrawn beyond the statutory curriculum requirements.

In line with statutory guidance, parents and carers do not have the right to withdraw their child from:

- Relationships Education;
- Health Education; or
- statutory National Curriculum science content, including learning about puberty, human development and reproduction.

We recognise that some topics within PSHE and RSHE may lead to questions from pupils at home. The school values the important role parents and carers play in supporting children's understanding of these areas and welcomes open communication between home and school.

Parents and carers who have questions, concerns or would like support in discussing PSHE or RSHE topics with their child are encouraged to speak with the Headteacher or subject leader.

Further information about the PSHE and RSHE curriculum can be found in Appendix 1 and through the curriculum information available from the school.

Roles and Responsibilities

The following is a summary of the key roles and responsibilities relating to PSHE and RSHE within our school community. This list is not exhaustive but provides a clear overview of expectations within Barley Mow Primary School.

Governors will:

- approve the PSHE and RSHE policy and hold the Headteacher to account for its implementation in line with statutory duties;
- ensure that governors are supportive of the school's policy, aims and objectives relating to PSHE and RSHE; and
- monitor the effectiveness of the school's PSHE and RSHE provision where appropriate.

The Headteacher will:

- oversee all aspects of this policy and ensure it is implemented and reviewed as required;
- work with the subject leader to support the implementation of this policy;

- ensure that PSHE and RSHE are taught consistently across the school in line with this policy;
- ensure that all staff receive appropriate training and support relating to PSHE and RSHE;
- ensure that staff are aware of this policy and associated guidance;
- ensure that the school meets statutory requirements for Relationships Education and Health Education;
- communicate with staff, parents/carers and governors regarding the school's PSHE and RSHE curriculum and policy; and
- oversee safeguarding procedures linked to PSHE and RSHE delivery.

All staff will:

- teach PSHE and RSHE in line with this policy and the school curriculum;
- model positive attitudes and behaviours;
- respond to the needs of individual pupils and adapt provision where appropriate;
- monitor pupil progress and provide feedback on delivery where requested;
- ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive teaching;
- keep up to date with school policy and curriculum requirements;
- take part in training where required;
- follow school safeguarding procedures and inform the appropriate member of staff if safeguarding concerns arise; and
- contribute to the creation of a safe, respectful and inclusive learning environment.

The Subject Leader will:

- oversee the day-to-day operation of the school's PSHE and RSHE provision and policy;
- keep up to date with changes in legislation and best practice;
- support and organise training where appropriate;
- liaise with relevant external agencies or visitors where necessary;
- ensure that appropriate resources and materials are available;
- monitor and evaluate the delivery of PSHE and RSHE across the school; and
- report to governors and senior leaders where appropriate.

Pupils will:

- take part fully in lessons;
- follow and contribute to agreed ground rules;
- behave appropriately and treat others with respect and sensitivity;
- talk to trusted adults if they have worries or concerns; and
- support the creation of positive and inclusive PSHE and RSHE lessons.

Parents and Carers will:

- support their child's personal, social and emotional development;
- work in partnership with the school to support PSHE and RSHE learning;
- engage with information shared by the school;
- communicate with the school where questions or concerns arise; and
- seek additional support from the school where needed.

Training and Staff Development

All staff are expected to keep up to date with school policy and curriculum requirements relating to PSHE and Relationships, Sex and Health Education (RSHE).

We recognise that some areas of the curriculum may require additional support or training to ensure that staff feel confident and are able to deliver learning effectively, sensitively and in line with statutory guidance.

As outlined by the Department for Education (DfE), PSHE and RSHE should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive learning environment and facilitate high-quality, age-appropriate learning.

At Barley Mow Primary School, we ensure that staff are aware of current guidance, best practice and safeguarding responsibilities through regular training opportunities and professional development.

Staff are trained to manage sensitive discussions appropriately, respond to pupil questions professionally and recognise when safeguarding concerns or disclosures may arise.

The school encourages staff to provide feedback to the subject leader regarding the delivery of PSHE and RSHE, including identifying any areas where additional guidance, resources or training may be beneficial.

Training related to PSHE and RSHE forms part of the school's ongoing staff development programme.

Monitoring and Evaluation of PSHE and RSHE

Our aim is to provide a PSHE and RSHE curriculum that is relevant, effective and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, the curriculum is reviewed regularly to evaluate its effectiveness and ensure that it reflects current statutory guidance and the needs of pupils at Barley Mow Primary School.

The PSHE/RSHE subject leader is responsible for monitoring and evaluating provision across the school to ensure that the curriculum is effective, inclusive and impactful.

The subject leader reports to the Headteacher and governors where appropriate and supports the ongoing development of PSHE and RSHE across the school.

Monitoring and evaluation may include:

- monitoring of planning;
- lesson observations;
- learning walks;
- work scrutiny;
- pupil voice activities;
- staff feedback;
- parent and carer feedback;
- curriculum reviews; and
- consideration of relevant school information, such as safeguarding, wellbeing or behaviour trends where appropriate.

Teachers are encouraged to reflect on their delivery of PSHE and RSHE and provide feedback to the subject leader to support ongoing curriculum development and improvement.

Pupil progress within PSHE and RSHE is assessed through discussion, observation, pupil reflection and evidence of learning within lessons. Assessment is used to support planning, identify pupil understanding and ensure that learning is appropriate and progressive across the school.

Information gathered through monitoring and evaluation is used to inform future curriculum planning, staff training and resource development to ensure that provision continues to meet the needs of pupils effectively.



Appendix 1- Curriculum Overview

Barley Mow Primary School



PSHE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me	Celebrations	Amazing Animals	Out of this World!	In the Garden	Food
Year 1	My healthy Self How can we look after our emotions?	Connecting with others How can I help myself and others feel happy and safe?	The online world How do we spend time online?	Citizenship 1 How can I help others and the environment?	Health protection How can I protect myself and others in daily life?	Staying safe How do I know when something is safe?
Year 2	My healthy Self How can we look after our bodies?	Connecting with others How can I build safe, kind and caring relationships with others?	The online world How are things shared online?	Citizenship How do people belong to a community and earn money?	Growing up How can we look after and respect our bodies as we grow?	Staying safe How can I make safe choices in different places?
Year 3	My healthy Self How can I take care of my mind and body?	Connecting with others What helps us feel safe and included?	The online world How should we treat each other online?	Citizenship What rights and responsibilities do we have?	Health protection How can we prevent illness and injury and respond if they happen?	Citizenship 2 What careers do people choose and why?
Year 4	My healthy Self How can I make healthy choices?	Connecting with others Connecting with others: How can we respect each other?	The online world How can I evaluate what I see online?	Citizenship How can I spend my money wisely?	Growing up How will my body and emotions change as I grow up?	Staying safe What signs help me recognize what is safe or unsafe?
Year 5	My healthy Self How can I support my mind and body as I grow up?	Connecting with others Why are healthy relationships important?	The online world How am I influenced by what I see online?	Citizenship 1 How can we make a difference in our communities and beyond?	Growing up How can I manage the changes to my body and emotions as I grow up?	Citizenship 2 How can we be in control of our money?
Year 6	My healthy Self How do my choices today shape my future wellbeing?	Connecting with others What does it mean to stand up for myself and others?	The online world How do I feel about being online?	Citizenship How can we protect everyone's rights?	Staying safe How can I stay safe as I grow up?	First Aid Transition