PSHE and RSE Policy

Northfield Road Primary School

Approved by:	LGB 20.11.25
Date:	November 2025
Last Reviewed on:	November 2024
Next Review by:	September 2026

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which discussions can take place.
- Ensure all pupils have an understanding of how they develop and grow and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

School is part of Stour Vale Academy Trust and has a duty to provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

At Northfield Road Primary School we follow the statutory, National Curriculum including requirements to teach Science.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Northfield Road Primary School, we teach RSE as set out in this policy.

Policy Development

This policy was developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff with support of a member of the Senior Leadership Team pulled together all relevant information including relevant national and local guidance, and current practices in place at Northfield Road.

2. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations to ensure that our proposals fully met the needs of our children.

3. Parent Consultation – parents, carers and any other interested parties were invited to attend a meeting where curriculum content and resources were openly shared and discussed.

4. Pupil Consultation – we investigated what exactly children want from their RSE through small focus groups.

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition of RSE

RSE, within PSHE, is part of lifelong learning about emotional, social and physical aspects of growing up. RSE aims to provide pupils with the appropriate skills, attitudes and knowledge to support them; reflecting on their own emotional health and well-being. RSE aims to encourage and support pupils to make positive relationships, respect others as well as themselves, stay safe both on and offline, live healthy lifestyles and manage conflict and exploitation. RSE is not about the promotion of sexual activity.

Curriculum

We have developed the curriculum by referring to the statutory information and related policies. We have shared the contents and relevant information with all stakeholders, At Northfield Road Primary we take into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. At Northfield Road Primary school we deliver Sex Education in Year 6, consulting parents on their right to withdraw from this element of our RSE Policy.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

This will be delivered by an expert outside agency and for further information please contact the school.

Delivery of PSHE and RSE

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

The characteristics of RSE listed above will be mainly taught within Personal, Social and Health Education (PSHE) although some aspects of RSE will link with the Science, Computing and our

Physical Education curriculum, which is part of their compulsory educational provision. At Northfield Road, we have incorporated the PSHE Association themes to help us develop our own PSHE scheme of work for Years 1-6. Lessons have been planned to have the same focus, but the learning outcome and delivery will be different in each year group. During each term, there will be one core theme.

The PSHE Coverage

	Autumn Core Theme Relationships	**Spring Core Theme** Living in the Wider World	**Summer Core Theme** Health and Wellbeing
Week 1-2	Feelings	Well-being	Managing Feelings
Week 3-4	Sharing Opinions	Rights	Change and Loss
Week 5-6	Similarities and Differences between us all	Local Community	Growing and Changing
Week 7-8	Bullying	Acceptable and Unacceptable Behaviour	Hygiene and Health
Week 9-10	Secrets	Money	Keeping Safe within the Environment
Week 11-12	Physical Contact/ Appropriate Touch	Media	Showcase Assembly

To identify RSE coverage within the whole school curriculum see **Appendix 1.**

Equal Opportunities

The RSE scheme will be delivered in accordance with the schools Equality Duty Policy Statement & Objectives, Safeguarding and Child Protection Policy and the Special Education Needs and Disability Policy, as well as the Equality Act 2010.

- Pupils will be expected to engage in PSHE and when discussing issues related to RSE, treat others with respect and sensitivity.

- SEND children will be expected to take part in PSHE and RSE lessons. Careful consideration concerning the level of delivery will be adapted.
- Teachers will follow the schools' safeguarding protocols in all lessons.
- Pupils will understand diversity regarding religion, gender, culture, and sexual orientation including LGBT.

Answering difficult questions

RSE will be taught in a safe and non-judgemental environment, where pupils and staff are confident that they will be respected. Staff are aware that views around RSE related issues are varied, however, RSE will be taught without bias. Lessons will be taught using a variety of views and beliefs so that children can form their own opinions as well as respecting others. Questions will be answered according to the children's age and maturity. Teachers will use their own skill and discretion in this area. Teachers will follow protocol and inform the Designated Safeguarding Lead if they feel a child at risk.

Involving Parents and Carers

Northfield Road believes that it is important to have the support of parents, carers and the wider community for the social, emotional and personal development of each child. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:

- Parent/Carer consultation sessions
- Parents'/Carers' evenings
- Information letters

Parent's Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components within sex education taught in Year 6. Parents will be informed of this lesson with enough time for a decision to be made and for their own questions to be answered. Once a child has been withdrawn or where permission has been withdrawn, they cannot take part until the request for withdrawal has been removed or permission has been given. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring

The delivery of RSE is monitored as part of our whole school monitoring systems. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually.

Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Appendix 1

Physical Health and Mental Wellbeing Coverage By the end of primary school children should know:		
Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health	Spr – Y3, L1-2 Spr – Y4, L1-2 Spr – Y5, L1-2 Spr – Y6, L1-2
	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise and nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Spr – Y2, L1-2 Sum – Y1, L1-4 Sum – Y2, L1-2 Sum – Y3, L1-4 Sum – Y4, L1-4 Sum – Y5, L1-2 Sum – Y6, L1-2
	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.	Spr – Y3, L1-2 Spr – Y4, L1-2 Sum – Y1, L1-4 Sum – Y2, L1-2 Sum – Y3, L1-4 Sum – Y4, L1-4 Sum – Y5, L1-2 Sum - Y6, L1-2
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Spr – Y3, L1-2 Spr – Y6, l1-2 Sum – Y1, L3-4
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Spr – Y5, L1-2 Spr – Y6, L1-2
	Simple safe-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Spr – Y5, L1-2 Spr – Y6, L1-2
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Spr – Y5, L1-2 Spr – Y6, L1-2
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Spr – Y5, L1-2 Spr – Y6, L1-2

	Where and how to seek support (including recognise the triggers for seeking support), including whom 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 (including issues arising online).	Spr – Y5, L1-2 Spr – Y6, L1-2 Sum – Y2, L1-2 Sum – Y5, L3-4
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Spr – Y6, L1-2
Internet Safety and Harms	That for most people the internet is an integral part of life and has many benefits.	Sum 1 – Y1, Computing Aut 1 & 2 - Y2, Computing
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Sum – Y4, L11-12 Sum – Y5, L11-12
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Spr – Y5, L11-12 Sum – Y3, L11-12 Aut 1 – Y1, Computing Aut 1 / 2 – Y2, Computing
	Why social media, some computer games and online gaming, for example, are age restricted.	Sum – Y4, L11-12 Sum – Y5, L11-12
	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.	Spr – Y5, L11-12 Sum – Y3, L11-12 Aut 2 – Y3, 4, 3, 6 Computing
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Spr – Y1, L11-12 Spr – Y2, L11-12 Spr – Y4, L11-12 Spr – Y5, L11-12 Spr – Y6, L11-12
	Where and how to report concerns and get support with issues online.	Aut 2 – Y3, 4, 5, 6 Computing Sum – Y2, L11-12 Sum – Y3, L11-12
Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle.	Spr – Y1, L1-2
	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Spr – Y1, L1-2 Aut 1 – Y2, Science Aut 1 – Y6, Science All taught through our ongoing PE curriculum. Encourage through the walk to school initiative.
	The risks associated with an inactive lifestyle (including obesity)	Spr – Y6, L1-2

	How and when to seek support including which adults to speak to in school if they are worried about their health.	Spr – Y6, L1-2
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content).	Sum 2 – Y3, Science Aut 1 – Y6, Science World Health Day 7th April
	The principles of planning and preparing a range of healthy meals.	Sum 2 – Y3, Science Aut 1, Y6, Science World Health Day 7th April
	The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet and health).	Spr – Y6, L1-2 Sum – Y3, L7-8 Sum – Y4, L7-8 Sum – Y5, L7-8 Sum – Y6, L7-8 Aut 1 – Y6, Science World Health Day 7th April
Drugs, Alcohol and Tobacco	The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking.	Aut 1 – Y6, Science Sum – Y3, L7-8 Sum – Y4, L7-8 Sum – Y5, L7-8 Sum – Y6, L7-8
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	World Health Day 7th April
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Sun Awareness Week – 3rd – 9th May
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Spr – Y1, L1-2
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Aut 2 – Y4 Science Sum – Y3, L5-6
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Sum – Y1, L7-8 Sum – Y2, L7-8 Sum – Y3, L5-6 Sum – Y4, L7-8 Sum – Y5, L7-8 Sum – Y6, L7-8
	The facts and science relating to allergies, immunisation and vaccination.	Sum – Y2, L7-8 Sum – Y3, L7-8 Sum – Y4, L7-8

Basic First Aid	How to make a clear and efficient call to emergency services if necessary	Sum – Y3, L9-10 Sum – Y4, L9-10 Sum – Y5, L9-10 Sum – Y6, L9-10 World First Aid Day – September
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Sum – Y3, L9-10 Sum – Y4, L9-10 Sum – Y5, L9-10 Sum – Y6, L9-10 World First Aid Day – September
Changing Adolescent Body	Key facts about puberty and the changing adolescent, particularly from age 9 through to age 11, including physical and emotional changes.	Y5, Science Sum – Y4, L5-6 (Emotional change) Sum – Y5, L5-6 Sum – Y6, L5-6
	About menstrual wellbeing including the key facts about the menstrual cycle	Sum – Y6
Families and People who Care for Me	That families are important for children growing up because they can give love, security and stability.	Aut – Y1, L5-6
	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.	Spr – Y2, L5-6
	That others' families, either in school or in the wider world, sometimes look different from their own family, but that they should respect those differences and know that other children's families are also characterised by love and care	Aut – Y2, L5-6 Aut – Y3, L5-6
	That stable, caring relationships, which may be different types, area at the heart of happy families, and are important for children's security as they grow up.	Aut - Y6, L5-6
	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.	Aut – Y6, L5-6
Caring Friendships	How important friendships are in making us feel happy and secure, and how people chose and make friends.	Aut – Y1, L1-4
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Aut – Y1, L1-4
	That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.	Aut – Y3, L11-12

	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Aut – Y3, L7-8 Aut – Y4, L7-8 Aut – Y5, L7-8
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and hose to seek help or advice from others, if needed.	Spr – Y3, L7-8 Spr – Y4, 5-6
Respectful Relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or personality or backgrounds), or make different choices or have different preferences or beliefs.	Aut – Y2, L5-6 Aut – Y3, L5-6 Dpr – Y1, L5-6
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Aut – Y3, L7-8 Aut – Y5, L5-6
	The conventions of courtesy and manners	Aut – Y2, L3-4
	The importance of self-respect and how this links to their own happiness.	Aut – Y1, L1-4
	That in school and in the 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.	Aut – Y4, L5-6 Spr – Y5, L7-8 Spr – Y5, L5-8
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Aut – Y1, L7-8 Aut – Y3, L7-8 Aut – Y6, L7-8 Spr – Y5, L7-8 Spr – Y6, L5-6 Anti-Bullying Week w/c 10th November
	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Aut – Y6, L5-6 Spr – Y6, L11-12
	The importance of permission-seeking and giving in relationships with friends, peers and adults.	Aut – Y4, L11-12