

Brunshaw Primary School



***'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'***

**PSHE
(including Relationships and Sex Education
(RSE))
Policy 2026**

Rationale and Ethos

1. Introduction

1.1 Purpose of the Policy

This policy outlines Brunshaw Primary School's approach to Personal, Social, Health and Economic (PSHE) education in line with the latest UK government legislation and best practice. PSHE supports pupils to develop the knowledge, skills, and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. The main aim of PSHE at Brunshaw Primary School is to equip our young people with the knowledge, skills, and confidence they need to lead successful lives, build healthy relationships, and play a positive role in society. We recognise that many of our students are vulnerable, and our curriculum reflects this by ensuring children learn about the issues and risks they may encounter in life, while developing the skills to navigate them safely. Personal Development is embedded in our whole-school ethos and is not confined to PSHE lessons alone.

e.

1.2 Legal Framework and Guidance

This policy complies with:

- The Children and Social Work Act 2017 (which makes Relationships Education compulsory in primary schools)
- Keeping Children Safe in Education (2025)
- Statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2025)
- Ofsted Inspection Framework (2025) requirements for personal development, safeguarding, and well-being
- Equality Act 2010 (ensuring inclusive provision for all pupils)

At Brunshaw Primary School, Relationships (and Sex) Education and Health Education (R(S)HE) are delivered as part of our Personal, Social, Health and Economic (PSHE) curriculum, and teaching is fully aligned with current statutory guidance. PSHE is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It develops the personal qualities and attributes pupils require to thrive as individuals, as members of families, and as active participants in society (PSHE Association, 2024). Within our PSHE curriculum, all statutory elements of relationships and health education are explicitly taught, ensuring pupils receive accurate, age-appropriate learning that supports their wellbeing, safety and personal development.

PSHE at Brunshaw:

- Supports pupils' resilience, aspirations, and well-being
- Promotes a positive, inclusive community ethos
- Is responsive to the diverse needs of pupils, including those with SEND and disadvantaged backgrounds

3. Aims and Objectives of PSHE

3.1 Aims

- To develop pupils' self-confidence, emotional literacy, and resilience
- To equip pupils with knowledge about physical and mental health, relationships, and economic well-being
- To promote respect, tolerance, and understanding of diversity
- To foster responsible citizenship and prepare pupils for life in modern Britain
- To support pupils in making safe, informed decisions about their health and relationships

3.2 Objectives

- Deliver a broad, balanced, and age-appropriate PSHE curriculum
- Ensure statutory Relationships and Health Education is taught effectively
- Embed opportunities for pupil voice and leadership within PSHE activities
- Engage parents and carers in PSHE learning and communication
- Provide staff with ongoing training and support to deliver PSHE confidently and sensitively

4. Roles and Responsibilities

4.1 Governing Body

- Ensure statutory compliance with PSHE legislation and guidance
- Monitor the quality and impact of PSHE provision through regular reports
- Support the school in resourcing and prioritising PSHE

4.2 Senior Leadership Team (SLT)

- Lead the strategic development and review of PSHE policy and curriculum
- Ensure staff receive appropriate training and resources
- Oversee safeguarding and pastoral links with PSHE

4.3 PSHE Subject Leader

- Develop, implement, and review the PSHE curriculum and schemes of work
- Monitor teaching and learning quality in PSHE
- Coordinate CPD and support for staff delivering PSHE
- Liaise with external agencies and parents to enrich PSHE provision

4.4 Teaching Staff

- Deliver PSHE lessons in line with curriculum plans and school policy
- Create a safe, supportive learning environment for sensitive discussions

- Use assessment to inform planning and support pupil progress in PSHE

4.5 Pupils

- Engage actively and respectfully in PSHE lessons and activities
- Participate in pupil voice opportunities related to PSHE topics

4.6 Parents and Carers

- Support their child's learning and development in PSHE topics at home
- Engage with school communications and workshops related to PSHE

5. Curriculum and Implementation

5.1 Curriculum Design

- Follows a progressive, age-appropriate scheme of work aligned with statutory Relationships and Health Education requirements
- Integrates PSHE across wider curriculum areas and school life (e.g., assemblies, pastoral activities, theme weeks)
- Ensures inclusivity and accessibility for all pupils, including those with SEND and EAL
- Embeds opportunities for developing oracy, critical thinking, and emotional literacy

5.2 Teaching and Learning Approaches

- Use a range of active learning strategies (discussions, role-play, group work)
- Foster a safe, confidential, and respectful classroom atmosphere
- Adapt content and delivery to meet the needs of individual pupils and groups
- Provide sensitive handling of topics related to mental health, relationships, and diversity

5.3 Assessment and Feedback

- Use formative assessment to gauge pupil understanding and inform next steps
- Maintain records of coverage and pupil engagement in PSHE
- Include pupil self-assessment and reflection opportunities

5.4 Parental Engagement

- Provide information about the PSHE curriculum and statutory content
- Offer workshops to support parents in discussing PSHE topics at home
- Communicate clearly about sensitive topics and opt-out arrangements where applicable

PSHE is delivered through weekly timetabled lessons taught by the class teacher. Due to the sensitive and safeguarding nature of some aspects of the curriculum, PSHE is taught exclusively by school teaching staff. External visitors are thoughtfully chosen to enhance the PSHE curriculum, with all resources reviewed by staff prior to the session being delivered.

Staff follow carefully planned and sequenced curriculum documents, developed by the PSHE Lead, to ensure full coverage of statutory requirements and a progressive development of knowledge and skills across all year groups.

A range of high-quality resources is used to support the delivery of PSHE, including, but not limited to, 1Decision, Growing Up with Yasmin and Tom, materials from the PSHE Association, and Pol-Ed. These resources are selected to ensure that content is age-appropriate, engaging, and aligned with best practice guidance.

On occasions, we may choose to invite external visitors into school to enhance the provision we offer our children. These external providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils.

We have some regular visits from:

The Period Coach

The JJ Effect

NSPCC

Fire Brigade

Canal and river Trust

At times, there may be themed weeks or specific events where school decides that another visitor may further compliment the curriculum and therefore this is not an exhaustive list. At times when a visitor is invited in addition to the list above for PSHE, parents will be made aware and the content of the session will be checked by a member of staff ahead of the delivery just as it has been for the visitors listed above.

Monitoring and Evaluation

PSHE is monitored by the PSHE Lead to ensure high standards of teaching and learning. Monitoring activities include book monitoring, pupil voice, and lesson walkthroughs. The PSHE Governor may also be involved in monitoring activities to provide additional oversight and support. Findings from monitoring are used to inform future planning, staff development, and continuous improvement of the PSHE curriculum.

6. Safeguarding and Inclusion

PSHE makes a significant contribution to the school's safeguarding responsibilities by equipping pupils with the knowledge, understanding, and skills needed to recognise risks and seek appropriate help. Through the curriculum, pupils are supported to understand how to stay safe in a range of contexts, including within relationships, online, and in the wider community.

All staff delivering PSHE are appropriately trained in safeguarding procedures and are aware of how to respond to and record disclosures in line with the school's safeguarding policy. Staff create a safe and supportive environment in which pupils feel confident to share concerns, while maintaining clear professional boundaries.

ine with the school's safeguarding policy. Staff create a safe and supportive environment in which pupils feel confident to share concerns, while maintaining clear professional boundaries.

The PSHE curriculum is fully inclusive and reflects the diversity of modern society. Content is designed to be accessible and relevant to all pupils, regardless of gender, ethnicity, religion, disability, sexual orientation, or family background. Respect for others and the promotion of equality are embedded throughout the curriculum.

Appropriate adaptations are made to ensure that all pupils, including those with special educational needs and disabilities (SEND) or other vulnerabilities, can access and benefit from PSHE. This may include differentiated resources, additional adult support, or adapted delivery approaches.

Where appropriate, and based on the school's knowledge of individual pupils, some aspects of the PSHE curriculum may be delivered in smaller groups or on a one-to-one basis. This ensures that pupils feel safe, supported, and able to engage fully with sensitive content, particularly where additional guidance or reassurance is needed. We teach Relationship and Sex Education in Year Six which included lessons around conception and contraception. Parents can withdraw their child from the lesson around contraception. Parents wishing to do this should fill in the Google Form on the website or follow this link.

[SRE Withdrawal Form – Fill out form](#)

7. Monitoring, Evaluation, and Review

The PSHE subject leader is responsible for the ongoing monitoring and evaluation of PSHE provision across the school. This includes regular lesson observations, pupil feedback, and scrutiny of pupils' work to ensure consistency, progression, and high-quality teaching and learning.

Findings from monitoring activities are used to identify strengths and areas for development, which are then addressed through the PSHE action plan to support continuous improvement of the curriculum.

Senior Leadership Team (SLT) and Governors review PSHE provision and its impact on pupils annually, ensuring that statutory requirements are met and that the subject continues to meet the needs of all learners.

Feedback from staff, pupils, and parents is actively sought and used to inform ongoing curriculum development and refinement.

This policy will be reviewed every two years, or sooner if required due to changes in legislation or statutory guidance.

8. Related Policies and Procedures

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Equality and Diversity Policy

- Curriculum Policy

9. Communication and Dissemination

- This policy will be published on the school website and available to all staff, parents, and governors
- Staff will receive training and briefing on the policy annually
- Parents will be informed of the policy during induction and through newsletters/workshops. We are confident that the lesson plans we use are quality-assured, age-appropriate, and suited to the needs and stage of development of our pupils. We have worked closely with relevant stakeholders to ensure that the content is appropriate for our children and reflects the needs of our cohort and wider community. For this reason, we are happy to share these materials with parents on request. Should you wish to view the resources, please contact the school office to arrange an appointment.

10. Conclusion

Brunshaw Primary School is committed to delivering high-quality PSHE education that supports the holistic development of every pupil. This policy provides a clear framework to ensure PSHE is inclusive, effective, and aligned with statutory requirements and our school's vision.

We follow the PSHE Association Programme of study and study the following areas:

- Families and people who care for me
- Caring friendships
- Respectful and kind relationships
- Online safety and awareness
- Being safe
- General well-being
- Well-being online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Our curriculum has an ambition for high achievement of all pupils irrespective of background and	IMPACT: <i>Social and emotional</i> • Children understand the world of possibilities around them.
---	---

starting point. The following our aspirational goals to measure the success of our curriculum:	• Children are resilient in all aspects of life • Children are confident to articulate and able to express views and opinions. • Children understand how to have ‘healthy body, healthy minds’ • Children display as well-rounded global citizens. Are life ready • Children are proud of who they are. They understand their role in society, know who they are and what makes them special. • Children are able to recognise and take measured risks and keep themselves and others safe • Children are lifelong learners who continue to what to broaden their horizons and experiences.
---	--

Safeguarding

At Brunshaw we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. In all other cases; concerns will be recorded on CPOMS and pupils will be supported by the teacher, PFSW or DSL as necessary. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren’t safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families. If the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice, if needed, by replying with for instance: ‘That is a really interesting question and I need time to think because I want to give you a proper answer.’

Links to other policies

- Safeguarding
- Online Safety
- RSE

Roles and Responsibilities

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

The Headteacher and PSHE Lead are responsible for ensuring that PSHE is taught consistently across the school.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress

- Responding to the needs of individual pupils

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

September 2026
Review September 2028