



The Drive Community Primary School

PSHE and RSE Policy

September 2026 – September 2027

Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (Department for Education, July 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers).

Maintained schools and academies are required to provide a curriculum which is broad and balanced in accordance with Section 78 of the Education Act 2002. Under section 78 of the Education Act 2002 and the Academies Act 2010, 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.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Our school RSHE policy refers to both PSHE (Personal, Social, Health Education) and RSHE (Relationships, Sex and Health Education) because RSHE is included within PSHE. Our PSHE programme offers a broader range of content than RSHE alone, including:

- My healthy self
- Connecting with others
- The online world
- Citizenship
- Health Protection/Growing up

Our PSHE policy is also informed by, [Working together to safeguard children](#), [The Equality Act 2010](#), [Promoting children and young people's mental health and wellbeing](#), [The Prevent duty: safeguarding learners vulnerable to radicalisation](#), [Behaviour in schools](#), [Preventing and tackling bullying](#), [Child online safety: Protecting children from online sexual exploitation and abuse](#), [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#), [Special educational needs and disability code of practice: 0 to 25 years](#), [EYFS statutory framework for group and school-based providers](#), [Teaching online safety in schools](#), [Equality and human rights guidance](#), [Promoting fundamental British values as part of SMSC in schools](#)

Aim of the PSHE policy

To provide pupils with the knowledge and skills they need in order to reach their potential as individuals and within society. This education also helps them explore their own and others' attitudes and values within the local, national and global community.

In participating in PSHE learning, pupils recognise their own worth, the value of others and reflect on the multitude of the spiritual, moral, social and cultural issues they will face as young adults and beyond.

They also learn to understand and respect diversity, the rule of law, and learn ways to identify and manage risk.

Objectives of the policy:

This policy will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Stay safe in the on and off-line world
- Remain physically healthy and seek appropriate support to do so
- Remain emotionally healthy and seek appropriate support if they are worried about their mental health
- Form and maintain healthy and safe relationships
- Identify and manage risk
- Live and work with others
- Be active citizens
- Understand their own and others' values, rights and responsibilities
- Consider their aspirations and develop resilience for life challenges ahead
- Live in a democratic society
- Develop personal skills such as effective communication, assertiveness, budgeting and wider life-skills

PSHE Programme Content Overview

Year Group	Summary of themes
Early Years (if applicable)	-Self regulation -Building relationships -Managing Self
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?
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 do we stay safe online?
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 communicate online?
Year 4	My Healthy Self- How can I make healthy choices? Connecting with others- How can we respect each other? The Online World- How can we decide what to trust online?
Year 5	My Healthy Self- How can I support my mind and body as I grow? Connecting with others- Why are healthy relationships important? The Online World- How am I influenced by what I see online?
Year 6	My Healthy Self- How do my choices today shape my future health? Connecting with others- What does it mean to stand up for myself and others? The Online World- TBC 2026

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

Relationships and Health Education is compulsory for all primary schools as set out in the DfE Guidance (2025). Primary schools may provide additional age-appropriate sex education outside that covered by statutory Health Education (Developing Bodies), and this can be included within PSHE or as part of the statutory Science curriculum (life-cycles).

All schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE, and these details are included within this policy. We have also chosen to include Health Education in this policy in line with best practice. This PSHE policy is available to anyone

on request and is also available on the school website. It is our school governors' responsibility to ensure that the policy is developed and implemented effectively. Parents and carers should be made aware of the sex education elements of PSHE they can withdraw their child from.

Our PSHE curriculum aims to ensure that all pupils:

- Develop the knowledge, skills, and attributes needed for healthy, respectful relationships.
- Understand consent, personal boundaries, and bodily autonomy from an appropriate starting point.
- Are prepared for puberty and the physical and emotional changes involved.
- Can recognize and report unsafe situations.
- Learn to critically evaluate online content and navigate modern digital risks.
- Develop strategies for emotional wellbeing, resilience, and coping with change, loss, and bereavement.
- Build skills to manage personal safety in a range of settings (roads, railways, water, public spaces).
- Become confident, informed, active, and responsible citizens

We define Relationships Education as learning how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved.

Sex Education at The Drive Primary School

The Drive Primary School teaches a small amount of age-appropriate sex education in Year 6 as part of our PSHE curriculum. This content is additional to the statutory Relationships Education, Health Education and Science curriculum.

This unit includes:

- How a baby is conceived
- The stages of pregnancy
- How a baby develops in the womb
- The process of birth

The purpose of this teaching is to ensure that pupils receive accurate, age-appropriate information before moving to secondary school and to help them understand human reproduction within the context of healthy relationships and family life.

This content is delivered by Year 6 teachers as part of the PSHE curriculum and is separate from the statutory Science curriculum.

Parents and carers have the right to request that their child is withdrawn from these specific lessons. Requests should be made in writing to the Headteacher. Alternative educational provision will be provided during the period of withdrawal.

Parental withdraw from sex education

Parents and carers have the right to request that their child be withdrawn from some or all of sex education outside of that taught within and as part of the Science curriculum. **Parents and Carers cannot withdraw from any Relationships or Health Education lessons** and this includes lessons about puberty. (Section 21, DfE, 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education). **Children learning correct terminology for body parts is also a statutory requirement as set out in Section 40 of the statutory guidance for Health Education (DfE, 2025).** Body terminology is introduced in **Year 2** and reinforced in **Years 4,5 and 6**. This is not considered to be sex education from which parents can withdraw. Before granting any request to withdraw a child from sex education we seek to work with the parents/carers concerned to ensure that their wishes are understood and to clarify the nature and purpose of our PSHE curriculum. We will also explain any detrimental effects of withdrawal, including social and emotional impacts on the child, and the

likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will document this process to ensure a record is kept.

Once those discussions have taken place, the school will respect the parents' request to withdraw the pupil. If a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Transparency with parents/ carers about the PSHE curriculum and resources

Parents and carers have the right to see a representative sample of materials used within the teaching of RSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As many PSHE materials are copyrighted the school is not permitted to put teaching materials on any public facing website or social media. On request any parent/carer can request to see all materials their child will be taught as part of Relationships, Health and Sex Education.

As we follow the scheme of work KAPOW, KAPOW have created a parent portal for parents to access sample resources we use to deliver our PSHE curriculum. These can be found at: https://www.kapowprimary.com/featured_documents/rse-parent-guidance-breakdown-by-year-group and is also on our PSHE curriculum web page.

The school consults parents/carers when developing this policy. We have invited parents/carers into school for a consultation around the development of our new curriculum. The school gives serious consideration to any comments from parents/carers about the RSHE policy and teaching programme. The overall decision about the content of the school's PSHE programme lies with the school, informed by statutory duties, so parents/carers are not able to veto curriculum content.

Links with other policies in school

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including these:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- SEND Policy
- Visitor Policy
- Teaching and learning Policy
- Other curriculum subjects e.g., Science, RE, Computing, Maths (Moneysense, Debate (English))

The role of the Headteacher and Governing body

Our Governing body ensures:

- all pupils have an entitlement to PSHE/ RSHE;
- the school is fulfilling its statutory obligations in regard to PSHE/RSHE;
- all pupils make progress in regard to PSHE/RSHE;
- PSHE/RSHE is led effectively, managed, timetabled, resourced and well-planned so the school fulfils its statutory obligations;
- the quality of PSHE/RSHE provision is subject to regular monitoring and evaluation;

- teaching is delivered in ways that are accessible to all pupils;
- clear information is provided for parents/guardians on the subject content and the right to request that their child is withdrawn from sex education outside of any statutory elements.

The headteacher and governors monitor this policy on a regular basis.

Governors require the headteacher to keep a written record, giving details of the content and delivery of PSHE that is taught in school. Governors scrutinise materials to check they are in accordance with the school's ethos and values framework, and to meet safeguarding obligations.

Use of visitors and external agencies

The headteacher and/ or the PSHE Subject Lead will liaise with external agencies and visitors regarding the school PSHE programme and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework as part of the school's quality assurance and safeguarding processes.

We use the following external providers as part of our PSHE programme:

- NEXUS (Metro, train safety)
- LNER (Train Safety)
- Police (Web safety team, POLED)
- NSPCC
- Safety works (Fire and Railway)
- STEM Fest
- Into University (careers)
- Primary Careers
- NHS (School Nursing Team)
- Oral team
- Library

Parents/carers are also entitled to view resources used by any visitor/ external agency that supports the school's RSHE curriculum in advance of the lesson(s).

PSHE and Safeguarding

Inevitably the key themes regarding safeguarding pupil wellbeing are topics that are taught within PSHE. Safeguarding is a statutory duty and we ensure there is age-appropriate content within PSHE to educate pupils about keeping themselves and others safe.

Inclusion

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children. Our inclusive PSHE fosters good relations between pupils and tackles all types of prejudice and discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). *"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."* (DfE, 2019).

As our school has a distinctive religious character, we also teach our distinctive faith perspective on sex and relationships. We aim to ensure there is balanced debate about issues that may be viewed as contentious so that children can reflect on the wide range of viewpoints they will come across in society. They are also taught

how UK law does not give unfettered rights to individuals so they can be abusive and intolerant of others if they have a different opinion or perspective.

Monitoring and Evaluation

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary.

The subject lead reviews teaching and learning and uses this to ensure the PSHE programme remains current, closely matched to students need, and that teaching and learning is effective. Monitoring and evaluation is carried out as follows:

Autumn Term	Spring Term	Summer Term
Pupil Voice Parent Consultations at Parents Evenings	Learning walks	CPD offered to staff Staff Voice Pupil Voice

Who is responsible for delivery?

PSHE education is delivered by class teachers, who are responsible for planning and teaching lessons in line with the school's chosen scheme of work. Where appropriate, specialist visitors and external agencies may contribute to the delivery of specific aspects of the curriculum under the supervision of school staff.

Who is responsible for monitoring, evaluation and subject leadership?

The PSHE Subject Leader is responsible for overseeing the implementation of the PSHE curriculum, monitoring teaching and learning, evaluating the impact of provision, and supporting staff development. The Senior Leadership Team and Governors maintain strategic oversight of the subject.

How is it timetabled?

PSHE is taught as a discrete weekly lesson through the Kapow scheme of work. PSHE themes are also reinforced through assemblies, circle time, whole-school events, enrichment opportunities, and the wider curriculum.

How is pupil progress assessed and reported on?

Pupil progress is assessed through ongoing formative assessment, including class discussions, observations, completed work, and pupil voice activities. Teachers use assessment information to identify understanding and inform future planning. Progress is reported to parents through annual written reports and parent consultation meetings.

Enhancements to PSHE

PSHE is enriched through a range of additional experiences, including:

- Whole-school assemblies linked to PSHE themes
- Anti-Bullying Week
- Children's Mental Health Week
- Safer Internet Day
- Health and Wellbeing Weeks
- Visits from community professionals and external agencies
- Charity and community engagement projects
- Transition activities to support key stages

A detailed programme of enrichment opportunities is appended to this policy and reviewed annually.

Meeting the Needs of All Pupils

At The Drive Primary School, we are committed to ensuring that our PSHE and RSHE curriculum is inclusive, relevant and accessible to all pupils.

Pupil Voice

Pupils play an important role in shaping our PSHE curriculum. We gather pupil voice through discussions, questionnaires, lesson evaluations, circle time activities and School Council meetings. Information gathered from pupils helps us identify topics that are important to them, address emerging needs and ensure that learning is relevant to their experiences and stage of development. Pupil feedback is used to inform curriculum planning and policy review.

Meeting the Needs of Pupils with SEND

We recognise that pupils with Special Educational Needs and Disabilities (SEND) may require adapted teaching approaches in order to access the PSHE and RSHE curriculum. All pupils are entitled to receive high-quality PSHE and RSHE education, and lessons are planned with consideration for individual needs.

Teachers may adapt:

- Teaching strategies and resources
- Vocabulary and language used
- Learning activities and outcomes
- The pace and structure of lessons
- Levels of adult support

Where appropriate, staff work closely with the SENDCo, parents/carers and external agencies to ensure that pupils receive appropriate support. Careful consideration is given to pupils' developmental stage, understanding and emotional maturity whilst maintaining high expectations and access to the statutory curriculum.

Responding to Local Needs

Our PSHE curriculum is regularly reviewed to ensure it reflects the needs of our school community. We identify local priorities through:

- Pupil voice activities
- Parent and carer feedback
- Attendance, behaviour and safeguarding data
- Public health information and local authority priorities
- Consultation with external agencies and health professionals

For example, teaching about oral health is supported through work with dental health professionals, while online safety, mental wellbeing and personal safety education are informed by the needs identified within our local community. This ensures that our PSHE curriculum remains relevant, responsive and meaningful for all pupils.

Disclosures in PSHE/Managing sensitive discussions

Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures are followed as appropriate. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson closes, or needs to be signposted to further sources of advice or support. If disclosures occur, the school's confidentiality policy is followed.

As a general rule a pupil's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) who takes action as laid down in the school's safeguarding policy. All staff members are familiar with the policy and know the identity of the DSL. The pupil concerned will be informed that confidentiality is being breached

and reasons why. The pupil will be supported by staff throughout the process. Visitors to the school will be advised of this process should a disclosure occur as part of their session.

The PSHE Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital in PSHE. To enable this, we use PSHE 'ground rules' at the beginning of lessons which are reinforced throughout. Our pupils are also encouraged to ask questions and share worries with members of staff in the aim to promote a welcoming and 'open' learning culture.

PSHE Ground Rules

At the beginning of PSHE lessons, teachers remind pupils of agreed ground rules. These may include:

- We listen respectfully when others are speaking.
- We value different opinions and experiences.
- We do not interrupt others.
- We use appropriate language.
- We do not name people when discussing personal situations.
- We respect everyone's right to pass if they do not wish to contribute.
- We ask questions respectfully.
- We maintain confidentiality where appropriate, understanding that adults cannot keep secrets if someone is unsafe.
- We are kind, considerate and non-judgemental.
- Throughout their PSHE learning, pupils are encouraged to demonstrate RESPECT values by:

Respect

Valuing themselves and others, celebrating differences and treating everyone with kindness and fairness.

Empathy

Understanding and recognising the feelings, perspectives and experiences of others.

Self-Awareness

Reflecting on their own thoughts, feelings, behaviours and personal strengths.

Passion & Positivity

Approaching challenges with optimism, confidence and a growth mindset.

Excellence

Taking responsibility for their choices and striving to make positive decisions that support their wellbeing and success.

Communication

Expressing thoughts and feelings clearly, listening actively and engaging in respectful discussions.

Teamwork

Working cooperatively, supporting others and contributing positively to school and community life.

Question Boxes

Each classroom provides opportunities for pupils to ask questions anonymously through a question box or similar system. These questions are addressed by teachers in an age-appropriate manner and help ensure that pupils can seek clarification on sensitive issues without embarrassment.

Worry Boxes and Pastoral Support

Pupils have access to worry boxes and other methods of communicating concerns to trusted adults in school. These systems enable children to share worries confidentially and seek support when needed. Pupils are regularly reminded of the trusted adults available to help them both in school and at home.

Creating a Safe Environment

Teachers use a range of strategies to promote open discussion, including:

- Circle time and class discussions
- Scenario-based learning and role play
- Partner and small-group discussions
- Reflection activities
- Access to trusted adults for follow-up support

These approaches help pupils develop confidence, communication skills and resilience while ensuring discussions remain respectful and appropriate. Any safeguarding concerns arising from lessons are managed in accordance with the school's Safeguarding and Child Protection Policy.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in PSHE. Teachers are prepared to handle personal issues and deal sensitively with, and to follow up appropriately, disclosures made in a group or by individual children. Issues that we address in PSHE are likely to be sensitive and controversial sometimes because they have a political, social or personal impact, or deal with different values and beliefs.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers, peers or families.

Children will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. There may also be cases when we may need to deviate from our published PSHE policy to safeguard children, for example, if pupils have seen distressing or pornographic content online. This teaching will remain age-appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. **The school will inform parents of any deviation from the published PSHE policy in advance and share any relevant materials with them on request.**

Answering Difficult Questions and Managing Sensitive Issues

Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Subject Lead or Designated Safeguarding Lead if they are concerned or need support.

Where possible, teaching strategies use 'distancing' so that pupils discuss issues 'theoretically' e.g., through a case study or a scenario, rather than drawing on personal experiences.

If a child asks a question related to sex education, that is not covered in school, or related to content the child has been withdrawn from, the teacher concerned may provide an answer according to the age and maturity of the child if it is appropriate to do so. If it is not appropriate to provide an answer, the teacher will refer the question to be answered at home.

Policy Review

Next Review: September 2027