

LADYBROOK PRIMARY SCHOOL



PSHE and RSE POLICY

SUMMER 2026

Policy Author		Date Policy Ratified by Governing Body	
Nina Poole		06.07.2026	
REVIEW SCHEDULE			
Review Date Due	Date reviewed by Teaching and Learning Committee of GB	Change previous document Y/N	Date circulated (If changes are made)
Summer 2027			

PSHE: Personal, Social, Health and Economic Education

RSE: Relationships and Sex Education

HE: Health Education

For the purpose of this policy:

- **Relationship education is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships in all contexts, including online.**
- **Health education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices**
- **Sex education is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curriculum, that will be determined in response to the needs of the relevant cohort.**

Legal framework for PSHE, RSE and HE:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019
- DfE Science Programmes of Study for key stages 1 and 2
- DfE Relationships Education, Relationships and Sex Education and Health Education
- DfE Teaching about Relationships, Sex and Health
- DfE Keeping Children Safe in Education

This policy operates in conjunction with the following school policies:

- Safeguarding
- Behaviour and Managing Relationships
- SEND/ Inclusion
- Equality and Diversity
- Confidentiality
- Anti-bullying
- Wellbeing
- E Safety including Acceptable Use
- Health and Safety
- Teaching and Learning
- EYFS
- Early Years Food

- British Values document

Roles and Responsibilities:

Responsibility for the policy in our school ultimately lies with the governing body. At least one representative of the governing body is part of a working group that develops and reviews significant changes to the policy.

The head teacher is responsible for ensuring that:

- Parents and staff are informed about the PSHE/RSE policy
- Members of staff are given sufficient training to teach effectively and handle any difficult issues with sensitivity
- The agreed policy is put into practice and monitored
- Discussing requests for withdrawal from parents
- The policy is reviewed on an annual basis

The PSHE leader is responsible for:

- Overseeing the delivery of the curriculum
- Ensuring adequate resources are available and up to date
- Providing agreed vocabulary to be used during lessons
- Monitoring practice on a regular basis
- Ensuring that the curriculum is inclusive and accessible to all pupils

All teachers are responsible for:

- Teaching according to the agreed school policy and in line with statutory requirements
- Using a variety of teaching methods to provide an engaging curriculum
- Ensuring they do not express personal beliefs or view
- Modelling positive attitudes

Parents/carers are responsible for:

- Supporting children through their personal development and the emotional and physical aspects of growing up
- Ensuring that they are aware of the curriculum content, organisation and delivery
- Liaising with the school to seek additional support if needed

Our Rationale:

At Ladybrook we strive to create an environment where children feel their personal, emotional and social needs are nurtured and developed in an age-appropriate way. Here we share a vision to provide learning without limits for all our children, as summarised in our aspirations to enable all our young people to develop the essential values, skills, knowledge and attributes to become:

Successful learners Confident individuals Responsible citizens

This policy is central to our vision. It covers our school's approach to the provision of PSHE and Citizenship which we believe (whilst non-statutory) is a fundamental aspect of education and underpins the aims of our school curriculum; it scaffolds all other learning and is at the centre of all that we do. PSHE and Citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become active, informed and responsible citizens. We believe that all aspects of PSHE help to promote and address the spiritual, moral, social, cultural, mental and physical development of pupils in our school and in our

community. At Ladybrook the teaching of these skills and attitudes begins in Foundation Stage and we aim to:

- Provide a safe and supportive learning environment for children and adults to work in.
- Develop self-esteem, self-responsibility, self-worth and emotional well-being.
- Encourage individuals to learn respect for the differences between people, develop tolerance and understanding towards others.
- Explore, clarify and, if necessary, challenge pupils' and others' values, attitudes, beliefs, rights and responsibilities.
- Provide opportunities to work together within classes, as a whole school and as part of the wider community.
- Develop a safe and healthy lifestyle that includes a sustainable and safe travel culture.
- Prepare pupils for opportunities and experiences that they may encounter in their lives as children, adolescents and adults in order to become responsible and informed citizens in a global world.

We are committed to working closely with parents and carers and view the partnership of home and school as vital in providing the effective delivery of PSHE. We aim to assure parents, carers and pupils that all aspects will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics will be delivered in a sensitive manner. The Relationships and Sex Education Programme (RSE) aspect of learning sits within our PSHE policy document as a statutory requirement.

RSE is compulsory in all primary schools in England. The key topics for each key stage have been carefully planned and staff have been given relevant resources to deliver lessons. We aim to provide clarity on how they are informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers puberty, how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. The RSE aspect of this policy document has been produced through consultation with children, parents/carers, staff and governors.

Curriculum Design:

PSHE, Citizenship and RSE are taught through a spiral curriculum that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach that is age-appropriate for pupils. Teachers offer a variety of teaching and learning styles with the emphasis on interactive learning, which is realistic, relevant and reinforces positive social norms.

Themes to be covered by the end of key stage 2:

Relationships Education

Through the curriculum, pupils will be taught:

Families and people who care for me

- That families are important for them growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Skills for developing caring and kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful and kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect.

- How to be assertive and express needs and boundaries.
- How to manage feelings, including disappointment and frustration.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.
- About the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying, including online, the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, destructive, or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

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

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.

- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.

Health education

Through the curriculum, pupils will be taught:

General Wellbeing

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.
- That worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
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- That bullying, including cyberbullying, has a negative and often lasting impact on mental
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.
- That it is common to experience mental ill health and early support can help.

Internet safety and harms

- That for almost everyone the internet is an integral part of life.
- About the positive and negative aspects of the internet.
- To have discussions about how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- About the benefits of limiting 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.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games, and online gaming, including gambling

sites, are age restricted.

- About the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing, alongside how to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs alcohol and tobacco

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

Health prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- About the importance of sufficient good-quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep.
- About the impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including

regular check-ups at the dentist.

- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- About the facts and science relating to immunisation and vaccination, aligned with when vaccinations are offered to pupils.

Personal safety

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

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first-aid for example dealing with common injuries, including head injuries.

Developing bodies

- About growth and other ways the body can change and develop, particularly during adolescence.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, and that all of these parts of the body are private and how to express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes.

We recognise that children will bring prior learning and real-life experiences to their learning. Our programme respects and builds on these, providing learning that reflects the universal and unique needs of our pupils. It is taught within a safe and supportive learning environment where children can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

Pupils are able to reflect on their learning which encourages them to consolidate what they have learned and to form new understanding, skills and attitudes. We will amend PSHE and RSE teaching according to the need in an individual class so that we can respond to the issues that arise. This flexible approach ensures that our teaching and learning is inclusive and personalised.

EYFS:

In Nursery and Reception much of the personal, social, health education is taught mainly in play contexts through these main principles: 'The unique child'; 'Positive Relationships' and 'The Enabling Environment'. Through 'Learning and Development' there are the three prime areas which are crucial for children to develop lifelong learning and help them form relationships.

Personal, Social and Emotional Development - children develop confidence and self-esteem, manage feelings, build relationships and respect others.

Communication and Language - children have opportunities to experience a rich language environment, developing confidence and skills in expressing themselves and to speak, listen and understand in a range of situations.

Physical development - children have opportunities to be active and interactive to develop co-ordination, control and movement. Children need to understand the importance of physical activity and to make healthy choices in relation to food.

For more details see the Foundation Stage Policy and the Early Years Food Policy.

KS1 and KS2:

The '1 Decision' scheme is our core tool to teach PSHE themes in Key stages 1 and 2. As a web-based resource it has the flexibility to develop according to changing national requirements. It provides a whole school approach to PSHE from Year 1 to Year 6 and a 'spiral programme' which introduces new and more challenging learning, whilst building on what has been learned before, to reflect and meet the personal development of the children. (See Appendix i for Comprehensive Topics by Year Group.)

Circle Time is used in all classes to develop communication skills, self-esteem and relationships between adults and children, and also between children and children through issue-based discussion.

Class teachers and support staff constantly and consistently both anticipate and respond to day-to-day issues relating to PSHE through our Restorative Practice.

Positive self-esteem, a Growth Mindset and a positive atmosphere are promoted through a consistent teaching approach, Rainbow Times and celebrating effort that leads to learning.

Our School Council is actively engaged in decision-making and Pupil Voice. Council members are voted on to the team for the academic year by classmates following individual presentations. The regularly held Council meetings, with formal agenda and minutes, are organised by the PSHE leader.

Resources:

The resources chosen to support teaching and learning are appropriate to the age of the children.

They also reflect the diverse nature of our children. Resources are regularly updated and audited.

1 Decision online materials provide the main source for our teaching and learning. They are all editable and can therefore be amended as necessary. They are also supplemented by the following resources if necessary:

- Relationships and Sex Education Spiral Curriculum produced by Stockport Council.
- PSHE Association materials (Government approved body for PSHE information and resources).
- No Outsiders books (see Appendix ii).

SEND/Equal Opportunities/Inclusion/Diversity

We promote the needs and interests of all pupils irrespective of gender, sexual orientation, culture, religion, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of pupils to ensure that all can access the full PSHE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others.

PSHE is a good vehicle for addressing multi-cultural and gender issues and ensuring equal opportunities for everyone.

As far as is appropriate, pupils with special educational needs will follow the same PSHE programme as other pupils. Careful consideration is given concerning the level of adaptation needed.

Legal Requirements of RSE and Parents' Right to Withdraw:

We will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The headteacher will automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum. Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal. Parents will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Engaging Stakeholders:

Parents/carers are informed about the policy through email. The policy is available to them through the school website. We are committed to openness by consulting parents about changes to our policy and curriculum design. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support via our website, year group meetings and emails. We notify parents/carers when RSE will be taught via letter and email. We encourage parents to come and talk to us if they have any questions. They are able to look at materials used in school if they wish.

Governors contribute to the policy and are informed about the curriculum at Full Governing Body meetings.

Pupil voice is used to review and tailor our curriculum to match the needs of pupils.

We may invite guest speakers into school to talk on issues related to RHE, e.g., an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Safeguarding:

Everyone involved in the teaching of PSHE and RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective teaching, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

Any concerns should always be reported to the DSL and the school's Safeguarding Policy should be followed.

See Safeguarding Policy.

Dealing with Sensitive Issues and Confidentiality

Wherever possible (taking into account family background, culture, religious belief and children's differing experience), teachers should answer all questions relating to RSE in an open and factual way – for example using the correct names of body parts. 'Ground rules' are established between teacher and pupils before all RSE sessions.

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions using distancing techniques. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making

skills in a safe environment.

Teachers should use their professional judgement and discretion when answering questions raised by children. To safeguard all those concerned, teachers should not enter into discussions about their personal issues and lifestyle choices and nobody (teacher or child) has to answer a personal question or a question about which they feel uncomfortable.

School uses a traffic light system for any questions that a child may ask an adult. We have an 'ask-it' basket that children can use.

GREEN: we will answer the question with the child/class.

AMBER: we will discuss the question with an individual.

RED: it is not appropriate for us to answer the question and the parent/carers will be informed of the question.

Parents are always informed when puberty and RSE sessions are introduced in Years 3, 4, 5 and 6. All staff know that the ground rules for talking to a child are that if a child discloses any information, we may need to inform someone else including the Child Protection Officer. No 'secrets' can be kept: teachers can never offer unconditional confidentiality but they will reassure pupils that their best interests will be maintained.

Child Protection:

The child protection officer is Caroline Woosnam. Ladybrook follows Stockport's child protection procedures.

Assessment:

We have high expectations of all children in all subjects. In PSHE and RSE we have the same high expectations of the quality of pupils' work. Our strong curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teacher assessments are used to identify where pupils need extra support or intervention.

1 Decision provides baseline assessments for each module to identify pupils' existing knowledge and understanding. Progress is usually captured through conversation with pupils, although some recorded learning may be used as appropriate e.g. self-evaluation 'What I know now...' at the end of modules. Evidence of children's learning is recorded in PSHE floor books.

