

PSHE, Relationships and Health Education Policy

(Including Sex Education)



Date of Policy update : September 2026

Review Date: Annually

1. Aims

At Sutton Green Primary School, we believe that personal, social, health and economic education (PSHE) plays an important role in preparing children for life in modern society.

Our PSHE curriculum incorporates the statutory requirements for **Relationships Education and Health Education**, alongside additional non-statutory PSHE content and, where appropriate, age-appropriate sex education.

Our curriculum aims to help pupils to:

- develop the knowledge, skills and attributes needed to lead healthy, safe and fulfilling lives;
- develop positive and respectful relationships with others;
- understand how to keep themselves and others safe, both online and offline;
- develop self-respect, self-worth, confidence, resilience and emotional literacy;
- understand and respect differences between people and families;
- recognise prejudice, discrimination, bullying and harmful behaviour and know how to respond;
- understand personal boundaries, privacy, consent and the importance of treating others with kindness and respect;
- understand physical and emotional changes as they grow and develop;
- develop knowledge and skills relating to physical and mental health;
- understand how to access appropriate help, advice and support;
- develop financial awareness and the skills needed to make informed choices;
- prepare pupils for the opportunities, responsibilities and experiences of later life;
- understand their rights and responsibilities within school, the community and wider society.

Our school values of **READY, RESPECTFUL, SAFE** underpin our approach to PSHE.

We recognise the equal worth and dignity of every child and seek to create an environment in which pupils feel safe, included, valued and able to ask questions.

2. Statutory requirements and curriculum framework

Sutton Green Primary School is a maintained primary school and follows the Department for Education statutory guidance **Relationships Education, Relationships and Sex Education and Health Education**, which came into force on 1 September 2026.

The statutory elements of our programme are:

- **Relationships Education** – compulsory for pupils in primary education;
- **Health Education** – compulsory for pupils in primary education;
- relevant elements of the **National Curriculum**, including Science and Computing.

The wider PSHE curriculum also includes non-statutory content, including aspects of:

- living in the wider world;
- citizenship;
- economic and financial education;
- careers and aspirations;
- personal development;
- equality and diversity;
- emotional wellbeing;
- online safety;
- community participation.

Where the school provides **sex education in addition to the statutory Science curriculum**, this is clearly identified within our curriculum planning and in information provided to parents.

The school will have regard to the DfE statutory guidance when planning and delivering the curriculum.

The curriculum will be broad, balanced, age-appropriate, carefully sequenced and responsive to the needs of our pupils.

3. Policy development and consultation

This policy has been developed with regard to the statutory guidance and through consultation with:

- staff;
- pupils;
- parents and carers;
- the PSHE curriculum lead;
- the governing board.

Pupil voice is used to ensure that the curriculum is relevant, engaging and responsive to pupils' needs.

Parents and carers are consulted when the policy is developed or substantially revised.

The school will provide clear information about:

- the content and sequencing of the PSHE, Relationships and Health Education curriculum;
- any sex education taught in addition to the Science curriculum;
- relevant curriculum resources;
- the use of external providers;
- parents' rights to request withdrawal from sex education.

The policy will be published on the school website and made available free of charge to anyone who requests a copy.

4. Curriculum content

4.1 Relationships Education

Relationships Education is statutory and is taught progressively throughout primary school.

By the end of primary education, pupils will have been taught age-appropriate content relating to:

Families and people who care for me

Pupils learn:

- that families are important in helping children to feel safe, secure and cared for;
- about different types of families and caring relationships;
- that families may look different from one another;
- to respect differences between families;
- about safe and healthy family relationships;
- how to recognise when a family relationship makes them feel unhappy or unsafe;
- how and where to seek help.

The school recognises and positively represents a range of family circumstances, including single-parent families, foster families, adoptive families, kinship carers, families headed by grandparents and families with same-sex parents.

No pupil should be made to feel that their family circumstances are unusual, inferior or something to be embarrassed about.

Caring friendships

Pupils learn:

- how friendships are formed and maintained;
- the characteristics of positive and caring friendships;
- how to be kind, supportive and inclusive;
- that friendships can experience difficulties;
- how to manage disagreement and conflict;
- that violence is never an appropriate response to conflict;
- how to recognise when a friendship is unhealthy;
- how to seek help when needed.

Respectful relationships

Pupils learn:

- the importance of respect and kindness;
- how to communicate effectively;
- how to listen to others;
- how to manage difficult feelings;
- how to express their needs and boundaries appropriately;
- the importance of respecting the boundaries of others;
- the difference between assertiveness and controlling behaviour;
- how stereotypes can affect people's attitudes and behaviour;
- how bullying and discriminatory language can cause harm;
- how to challenge stereotypes and prejudice appropriately;
- how to seek help when concerned about violence, harm or unsafe relationships.

Online relationships

Pupils learn that the principles of respectful relationships apply online as well as offline.

They learn:

- how to communicate safely and respectfully online;
- how to protect personal information;
- about privacy and location settings;
- that people may not always be who they claim to be online;
- how online relationships can create risks;
- how to recognise harmful content or contact;
- how images and information can be shared beyond their intended audience;
- how to respond to pressure to share information or images;
- where to report concerns and seek help.

Being safe

Pupils learn:

- about appropriate personal boundaries;
- about privacy;
- that their body belongs to them;
- about appropriate and inappropriate contact;
- that some secrets should not be kept if someone is unsafe;
- how to recognise behaviour that is harmful or abusive;
- how to identify trusted adults;
- how to respond if they feel unsafe;
- how to report concerns about themselves or others;
- that abuse is never the fault of the child experiencing it.

Teaching is delivered sensitively and without causing unnecessary alarm.

5. Health Education

Health Education is statutory and is taught progressively throughout the primary years.

Content includes:

Mental wellbeing

Pupils learn:

- about emotional wellbeing;
- how to recognise and describe feelings;
- strategies for managing emotions;
- the importance of talking to trusted adults;
- how to develop resilience;
- that mental health can vary over time;
- how to seek help when they or someone else is struggling.

Internet and digital wellbeing

Pupils learn:

- about the benefits and risks of technology;
- the impact of online content on wellbeing;
- how to recognise harmful online behaviour;
- how to report concerns;
- how social media can affect wellbeing and self-esteem;
- how online information may be misleading or manipulated;
- that AI-generated content and deepfakes can be misleading or harmful;
- how to seek support when they encounter inappropriate or upsetting content.

Physical health and fitness

Pupils learn about:

- physical activity;
- healthy lifestyles;
- maintaining a healthy weight;
- the relationship between physical activity and wellbeing;
- sleep;
- healthy routines;
- the importance of looking after their bodies.

Healthy eating

Pupils learn:

- about healthy eating;
- the importance of a balanced diet;
- the impact of diet on health;
- the importance of dental health;
- the risks associated with excessive consumption of unhealthy food and drinks.

Drugs, alcohol, tobacco and vaping

Pupils receive age-appropriate education about:

- medicines and their safe use;
- the risks associated with misuse of medicines;
- alcohol;
- smoking;
- vaping and nicotine products;
- illegal drugs;
- peer pressure;
- seeking help when concerned.

Health protection and prevention

Pupils learn about:

- personal hygiene;
- germs and infection;
- dental health;
- sleep;
- vaccinations and immunisation;
- antibiotics and antimicrobial resistance;
- when and how to seek medical help;
- the role of health professionals.

Personal safety

Pupils learn about:

- identifying and managing risks;
- road, railway and water safety;
- staying safe in the community;
- peer influence;
- trusted adults;
- grooming and exploitation;
- conflict and violence;
- how to seek help.

Basic first aid

Age-appropriate first aid education is included within the curriculum, including appropriate responses to common injuries and emergencies.

6. Puberty, growing and changing

Pupils are taught age-appropriate information about physical and emotional development.

This includes:

- changes that occur during puberty;
- emotional changes;
- personal hygiene;
- menstruation;
- menstrual health;
- changes to the body during adolescence;
- respect for themselves and others during puberty.

Boys and girls will have opportunities to understand puberty and menstruation so that pupils develop knowledge, empathy and respect.

Where appropriate, particular teaching arrangements may be considered to support a safe and comfortable learning environment for pupils.

7. Sex education

Sex education is **not a statutory requirement in primary schools**, other than relevant content contained within the statutory Science curriculum.

At Sutton Green Primary School, any additional sex education will be clearly identified in curriculum planning and will be:

- age and developmentally appropriate;
- factually accurate;
- sensitive and respectful;
- carefully sequenced;
- consistent with this policy;
- taught by appropriately prepared staff;
- communicated to parents in advance.

Where sex education is taught, it will form part of the upper Key Stage 2 programme and will build appropriately on pupils' prior learning about relationships, growing and changing and health.

The school will consult parents about the content of sex education and will provide parents with information about relevant curriculum materials.

Content that forms part of the statutory Science curriculum, including relevant content relating to human development, puberty and reproduction, is not subject to parental withdrawal.

8. Equality and inclusion

PSHE, Relationships and Health Education is inclusive and accessible to all pupils.

The school has regard to the Equality Act 2010 and ensures that teaching does not discriminate against or harass pupils.

Pupils learn about equality, respect and difference through PSHE, Relationships Education, No Outsiders and the wider curriculum.

The curriculum supports pupils to understand and challenge:

- bullying;
- prejudice;
- discrimination;
- racism;
- homophobia;
- disability discrimination;
- sexism;
- stereotypes;
- other forms of harmful or discriminatory behaviour.

Teaching about protected characteristics is age-appropriate and integrated throughout the curriculum.

The school positively represents a range of families and relationships, including same-sex parents, alongside other family structures.

Where issues relating to biological sex, gender reassignment or other contested matters arise, teaching will be factual, age-appropriate and respectful. The school will not present contested opinions as established fact.

Pupils will be encouraged to express views respectfully and understand that bullying, discriminatory language and disrespectful behaviour are unacceptable.

9. SEND and accessibility

PSHE, Relationships and Health Education is accessible to all pupils, including pupils with SEND.

Teachers will consider:

- individual learning needs;
- communication needs;
- cognitive development;
- sensory needs;
- emotional needs;
- social understanding;
- vulnerability;
- prior experiences.

Appropriate adaptations may include:

- visual supports;
- simplified or differentiated language;
- repetition and rehearsal;
- social stories;
- concrete examples;
- alternative communication methods;
- additional adult support;
- pre-teaching;
- individualised resources.

Particular care will be taken because some pupils with SEND may be more vulnerable to bullying, exploitation, abuse or harmful sexual behaviour.

Teaching will support pupils' preparation for adulthood and their ability to communicate boundaries, recognise unsafe situations and seek help.

10. Teaching and learning

PSHE is taught through a combination of:

- dedicated timetabled lessons;
- assemblies;
- No Outsiders;
- Science;
- Computing;
- PE;
- wider curriculum opportunities;
- whole-school events;
- themed days;
- community activities;
- pastoral support.

Teachers use the school's agreed curriculum plans and adapt lessons appropriately to meet the needs of their pupils.

Lessons may include:

- discussion;
- stories;
- role play;
- scenarios;
- drama;
- debate;
- collaborative activities;
- reflection;
- written or pictorial responses.

Teachers should create a calm, respectful and safe environment in which pupils can participate without fear of embarrassment or ridicule.

Our school values of **READY, RESPECTFUL, SAFE** underpin classroom expectations.

Teachers should not allow their own personal beliefs or attitudes to influence the factual delivery of the curriculum.

Where a member of staff feels unable to teach a particular aspect objectively and appropriately, this should be discussed with the PSHE lead or senior leadership team.

11. Ground rules and sensitive discussions

At the beginning of appropriate lessons, teachers will establish clear expectations for respectful discussion.

These may include:

- listening to others;
- respecting different experiences;
- not interrupting;
- not asking personal questions of other pupils;
- not sharing personal information about others;
- using appropriate vocabulary;
- recognising that people may have different experiences;
- understanding that the teacher cannot promise absolute confidentiality.

Pupils will be encouraged to ask questions, but teachers will determine whether a question is appropriate to answer within the lesson.

Where a question is beyond the school's planned curriculum, the teacher may:

- provide a brief factual response where appropriate;
- explain that the question will be addressed at another stage;
- speak privately with the pupil;
- direct the pupil to a trusted adult or parent/carer;
- seek advice from the PSHE lead or DSL.

Questions relating to sex education from which a pupil has been withdrawn will be handled sensitively and appropriately.

12. Safeguarding and disclosures

PSHE and Relationships Education can provide opportunities for pupils to disclose safeguarding concerns.

All staff delivering PSHE must understand and follow the school's safeguarding and child protection procedures.

Staff must:

- listen carefully to pupils;
- take concerns seriously;
- never promise confidentiality;
- avoid asking unnecessary leading questions;
- record concerns appropriately;
- report concerns immediately to the Designated Safeguarding Lead or Deputy DSL.

Where teaching involves topics such as abuse, exploitation, harmful sexual behaviour, grooming or domestic abuse, the content will be carefully planned to avoid unnecessary distress while ensuring that pupils understand how to recognise risk and seek help.

The school will make clear to pupils that experiencing abuse or harmful behaviour is never their fault.

External visitors must comply with the school's safeguarding arrangements and must agree in advance how any disclosure or safeguarding concern will be managed.

13. External visitors and providers

The school may use appropriately selected external organisations to enhance aspects of PSHE.

The school remains responsible for the curriculum and teaching delivered by external providers.

Before an external provider is used, the school will:

- check the provider's suitability and credentials;
- review lesson plans and resources;
- ensure content is age and stage appropriate;
- check that materials are factually accurate and unbiased;
- ensure the content is consistent with this policy;
- establish safeguarding arrangements;
- ensure parents can access materials used.

External providers will not determine the school's curriculum.

14. Parents and carers

The school recognises the important role parents and carers play in supporting children's personal development, relationships and health education.

The school will:

- publish this policy on the school website;
- provide parents with information about the curriculum;
- provide advance information about sex education;
- make relevant curriculum materials available for parents to view on request;
- consult parents when the policy is developed or reviewed;
- support parents in discussing sensitive topics with their children.

Parents are not able to veto statutory Relationships or Health Education content.

Where the school identifies an emerging issue requiring a deviation from the published curriculum, parents will be informed where appropriate and relevant materials will be made available.

15. Right to withdraw from sex education

Parents have the right to request that their child is withdrawn from **some or all sex education taught as part of the school's additional primary sex education programme**.

This does not include content that forms part of the statutory Science curriculum.

Where a parent requests withdrawal:

1. The Headteacher will discuss the request with the parent/carer.
2. The nature and purpose of the planned teaching will be explained.
3. The school will explain the potential benefits of the education and the possible implications of withdrawal.
4. The views of the pupil will be considered where appropriate.
5. The discussion and decision will be recorded.
6. Where withdrawal is agreed, the school will provide appropriate and purposeful education during the period of withdrawal.

Parents cannot withdraw their child from statutory Relationships Education or Health Education.

16. Assessment

Assessment in PSHE is used to identify pupils' knowledge, understanding and development over time.

Assessment is not based on pupils expressing particular personal beliefs or attitudes.

Teachers assess through:

- questioning;
- discussion;
- observation;
- scenarios;
- role play;
- pupil reflection;
- written or pictorial work;
- baseline and end-of-unit activities;
- teacher assessment against curriculum objectives.

Assessment should identify:

- what pupils already know;
- what pupils understand;
- misconceptions;
- gaps in knowledge;
- future learning needs.

Pupils should have opportunities to reflect on their learning and consider how their knowledge and skills have developed.

Assessment information may be recorded through the school's agreed assessment systems.

17. Monitoring and evaluation

The PSHE lead will monitor the quality and impact of the curriculum through:

- planning scrutiny;

- learning walks;
- lesson visits;
- pupil voice;
- parent voice;
- staff feedback;
- curriculum reviews;
- assessment information;
- scrutiny of floor books and pupils' work;
- review of curriculum coverage.

Monitoring will consider whether:

- statutory content is being covered;
- teaching is appropriately sequenced;
- pupils are developing knowledge and skills;
- teaching is accessible to all pupils;
- resources are appropriate;
- safeguarding arrangements are effective;
- the curriculum responds to emerging needs.

The governing board will receive appropriate information regarding the implementation and effectiveness of the curriculum.

18. Roles and responsibilities

Governing Board

The governing board will:

- approve this policy;
- ensure the school has appropriate arrangements for Relationships and Health Education;
- hold the Headteacher to account for implementation;
- ensure appropriate information is available to parents.

Headteacher

The Headteacher will:

- ensure the policy is implemented;
- ensure appropriate curriculum provision;
- ensure staff are appropriately supported;
- ensure safeguarding arrangements are followed;
- ensure the governing board is informed about implementation and impact.

PSHE Lead

The PSHE Lead will:

- oversee curriculum planning;
- support staff;
- monitor curriculum delivery;
- review resources;
- coordinate consultation;
- monitor assessment and progression;
- ensure statutory content is appropriately covered;
- keep the policy and curriculum under review.

Teachers

Teachers will:

- deliver the curriculum sensitively and accurately;
- adapt teaching appropriately;
- create a safe learning environment;
- respond appropriately to questions;
- identify and report safeguarding concerns;
- assess pupils' learning;
- contribute to monitoring and evaluation.

Pupils

Pupils are expected to:

- participate positively;
- listen respectfully;
- treat others with kindness;
- respect different experiences and viewpoints;
- follow the school's READY, RESPECTFUL, SAFE expectations;
- seek help when they are worried or concerned.

19. Curriculum links

PSHE, Relationships and Health Education is linked to:

- Science;
- Computing;
- PE;
- English;
- No Outsiders;
- safeguarding and child protection;
- behaviour;
- anti-bullying;
- equality and diversity;
- SEND;
- online safety;
- attendance and pastoral support;
- personal development.

The curriculum also contributes to pupils' wider development, including their preparation for life in modern Britain.

20. Policy review

This policy will be reviewed annually by the Headteacher and PSHE Lead, or sooner where statutory guidance or legislation changes.

The review will consider:

- changes to statutory guidance;
- curriculum developments;
- safeguarding issues;
- pupil voice;
- parent feedback;
- staff feedback;

- monitoring evidence;
- emerging local or national issues.

Any significant changes will be subject to appropriate consultation and approval by the governing board.

Appendix 1 – Curriculum organisation

The school's PSHE curriculum is organised progressively from EYFS through Year 6.

The curriculum map identifies:

1. Relationships Education;
2. Health Education;
3. Sex Education, where taught;
4. Living in the Wider World;
5. economic and financial education;
6. equality and diversity;
7. online safety;
8. safeguarding and personal safety;
9. emotional wellbeing and mental health;
10. preparation for transition and later life.

The curriculum map should be read alongside this policy and the school's detailed medium-term planning.

The statutory Relationships and Health Education objectives are mapped across the curriculum to ensure that all required content is taught by the end of primary education.

Sensitive content is sequenced according to pupils' age, developmental stage, prior learning and identified needs.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media