

LDST PSHE, including Relationships and Sex Education, Policy (PSHE/RSE)

Policy rationale

Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through a planned approach to PSHE, we promote the development of the whole child.

In our distinctly Christian schools, we strive to enable children of all faiths and none to know how to love and to be loved, and so through this policy we aim to support, encourage, empower, love and equip each of our children so that they can flourish during their time at school and throughout their adult lives.

The purpose of this PSHE, Relationships and Sex Education (PSHE/RSE) Policy is to set out the ways in which our school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life. Through our policy and curriculum, we focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health.

Aims of our Policy

Parish Church of England Primary School provides a PSHE programme that follows the continued statutory requirement to include RSE and Health education in their curriculum from September 2026.

We aim:

- To teach PSHE as a positive subject – supporting children to thrive in their communities, lives and future workplaces.
- To ensure the PSHE curriculum is a preventative curriculum that positively safeguards all of our children
- To develop PSHE as a cohesive curriculum that covers all aspects, and is sequenced towards the end of KS2 endpoints, as set out in the RSHE guidance, taking account of the specific context of the school and the community.
- To teach, in a way that is sensitive to the cultural backgrounds and identities of all pupils, about healthy and respectful relationships and healthy lifestyles,
- To equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- To ensure that all children:
 - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
 - ✓ develop their self-esteem, body confidence and sense of responsibility.
 - ✓ are able to name parts of the body and describe how their body works.
 - ✓ are prepared for puberty.
 - ✓ are taught the knowledge and skills to keep themselves safe, both on and off-line, and know when and how to ask for help and support.
 - ✓ Understand how physical and mental well being are inter-connected
 - ✓ To develop a curriculum, underpinned by teaching the importance of kindness, care, and empathy, that addresses cultures of misogyny and teaches that sexual violence and sexual harassment are always wrong.

How do we achieve these aims?

We ensure that curriculum content is relevant to the age, experience and maturity of pupils. This is carefully considered within our curriculum design.

We acknowledge that any aspects of PSHE can be personal to members of our class and are sensitive in how we approach topics; we never make judgements or use language that may stigmatise.

PSHE is delivered by class teachers who know the children and are trained to deliver lessons sensitively and knowledgeably, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

We have a range of strategies to ensure lessons are as safe as possible and that children have a sense of belonging as they explore some sensitive topics., including:

- Establishing ground-rules for the class
- Using distancing techniques
- Avoiding shock, fear or shame tactics
- Handling questions and concerns sensitively
- Using carefully selected resources to meet the learning objectives in an age-appropriate and relevant way for the children in our school.

As with all curricular areas, we encourage children to take an active role in their learning during PSHE sessions and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

PSHE lessons regularly include signposting to trusted adults/other agencies so that children know how and where to make any disclosures or discuss any concerns. This is a key feature of our Safeguarding Curriculum.

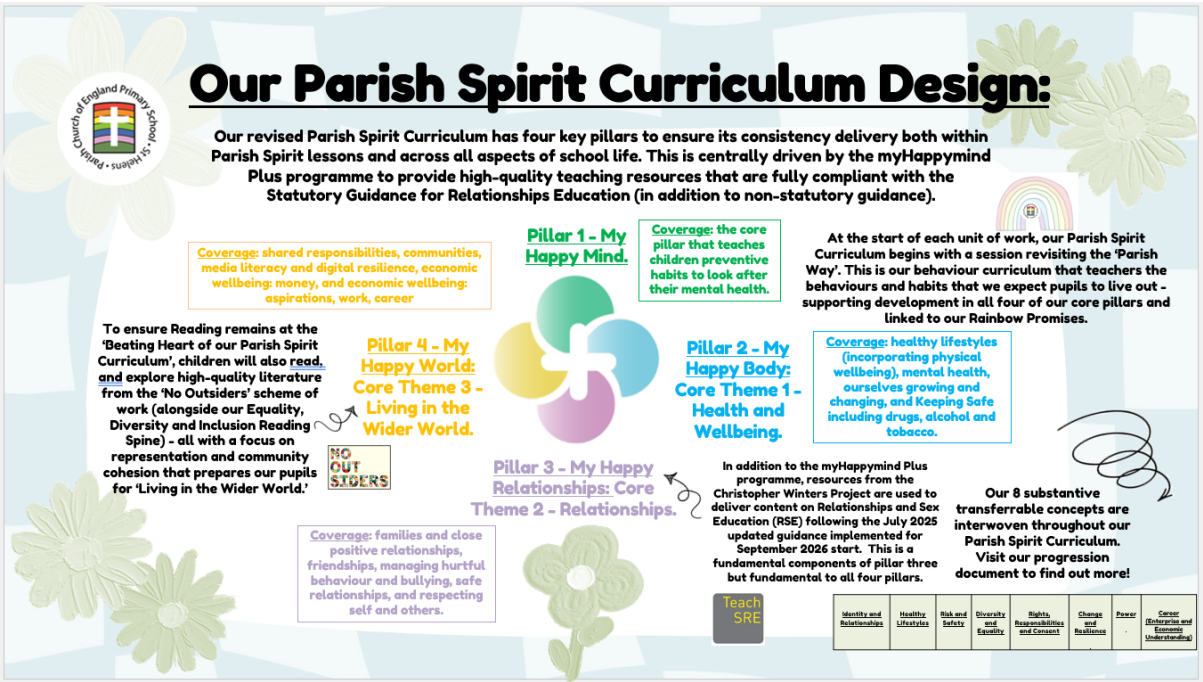
Our PSHE Curriculum – Parish Spirit.

PSHE is an umbrella term for a planned programme of learning opportunities and experiences, including relationships education, health education and non-statutory aspects of PSHE including primary sex education and strands relevant to our context. This programme helps children and young people grow and develop as individuals and as members of families and communities. It equips them with knowledge, understanding and practical skills, appropriate to their age, ability and maturity, in order to live healthy, safe, fulfilled and responsible lives, both on and off-line.

This programme includes:

- **relationships education** (RSE), which must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *2025 DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which states: "The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."
- **Health education** starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.
- **Sex education**: it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. In our schools we define sex education as lessons about conception and birth. Whilst not compulsory in primary schools, it is vital that we teach sex education to prepare children both for the next stage in their education and their future experiences and responsibilities in life.

Please find below a link to our long-term plan and supporting curriculum resources for the delivery of Parish Spirit (our bespoke PSHE/RSE curriculum).



Parish Primary School: Parish Spirit (PSHE/RSE)

Parish Spirit Curriculum - Whole School Themes and Events 26-27:

Unit of Work	Unit 1 (3 rd September 2026 – 23 rd October 2026)	Unit 2 (2 nd November 2026 – 18 th December 2026)	Unit 3 (4 th January 2027 – 5 th March 2027)	Unit 4 (8 th March 2027 – 14 th May 2027)	Unit 5 (17 th May 2027 – 16 th July 2027)
My Happy Mind Focus.	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
Focus Rainbow Promise	Develop 'Articulate Learners.'	Nurture Curiosity considering 'British and Christian Values.'	Promote 'Wellbeing and Health.'	Encourage 'Resilience and Perseverance.'	'Influence Aspirations'
Whole School 'Pets of Gold' Experiences	International Day of Democracy – Pupil Leadership. (15 th September 2026). National Poetry Day – Poetry Recital. (1 st October 2026).	Anti-Bullying Week including B-Tales Performance (16–20 th of November 2026). Cultural Edu Asian – Diwali Celebration. (10–12 th of November 2026).	School Pledge – 'New Year Nutrition' Launch. (7 th January 2027). Children's Mental Health Week (1–5 th February 2027).	The Great Parish 'Spelling Bee.' (26 th April 2027). Parish Sports Personality of the Year Awards (28 th May 2027).	Career Fair (18 th June 2027). International Week (28 th June – 2 nd July 2027).
Celebration of Themed Days and Events Linked to Rainbow Promise	World Inclusion Day – Find Your Voice. (9 th October 2026). Black History Month – Oracy Focus. (Throughout October).	Remembrance Day. (11 th November 2026). UK Parliament Week (23–29 th November 2026).	Safer Internet Day (9 th February 2027). World Book Day – Role of Reading for Wellbeing. (4 th March 2027).	World Maths Day (26 th March 2027). World Art Day (15 th April 2027).	World Environment Day. (7 th June 2027). World Music Day (21 st June 2027).
26/27 Christian Values	Faith Through Wisdom	Faith Through Community	Hope Through Trust	Hope Through Courage	Love Through Generosity
Half-Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
					Summer 2

In addition to our Rainbow Promises, high-quality texts ensure that 'Reading is at the Beating Heart' of our Curriculum.

Deliberately chosen whole-school events and experiences to contextualise our Rainbow Promises

Our core celebration of global, national or local days and events that enhance community understanding of our Rainbow Promises. We have a minimum of one themed day linked to each subject area per academic year.



Each unit is 7–8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning.

Wider Events that we will celebrate to 'Influence Aspirations' include:

- European Day of Languages (26th September 2026)
- Whole School Keating's Joke Week (19–23rd October 2026)
- Holocaust Memorial Day (27th January 2027)
- National Storytelling Week (30th Jan–7th Feb 2027)
- Shakespeare Week (15th March 2027)
- Mental Health Awareness Day (17th May 2027)

Parish Spirit Curriculum Overview - Nursery

Unit 1 (3 rd September 2026 – 23 rd October 2026)	Unit 2 (2 nd November 2026 – 18 th December 2026)	Unit 3 (4 th January 2027 – 5 th March 2027)	Unit 4 (8 th March 2027 – 14 th May 2027)	Unit 5 (17 th May 2027 – 16 th July 2027)
The Parish Way, 1 lesson.	The Parish Way, 1 lesson.	The Parish Way, 1 lesson.	The Parish Way, 1 lesson.	The Parish Way, 1 lesson.
My Happy Minds	My Happy Minds	My Happy Minds	My Happy Minds	My Happy Minds
Ensuring Children are Reception Ready in the Three Core Areas of PSED:				
Building Relationships:		Self-Regulation:		Managing-Self:
Take turns, with adult support, e.g. when playing a board game. Asks for help from a familiar adult. Joins in with a group of children who are playing. Forms some closer friendships and seeks them out to initiate play. Expresses their feelings in an appropriate way. Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. Understands that different children have different viewpoints and opinions.		Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounces back" quicker after upsets and with more independence. Sees themselves as a valuable individual. Keeps trying when they can't do something first time. Thinks of other ways of doing things if something hasn't worked. Follows familiar, routine instructions independently (e.g. choosing lunch and putting things away)		Tries new activities with peers. Abides by most of the rules of the classroom. Beginning to understand and discuss consequences of our behaviour, e.g. if I hit someone, it hurts, and they are upset. Puts on own shoes and fastens if Velcro. Pulls zips up and down but may need help to insert or separate. Uses the toilet independently and wash their hands well, knowing why this is important. Discusses healthy food choices. Takes part in a variety of exercise. New experiences and engaging activities based on pupil's interests

Our Parish Spirit reading spine also complements our bespoke scheme of work with books that can be shared, enjoyed and reflected upon.



Each unit is 7–8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning

Opportunities for 'Spiritual Reflection' take place within each Parish Spirit lesson considering: WHO (self), HOW (World and beauty) and WHY (DODS beyond)

Supplementary Experiences

Extensive opportunities for to develop PSED woven across the curriculum.
Weekly Forest School Session.

Parish Spirit Curriculum Overview - Reception

Our Parish Spirit reading spine also complements our bespoke scheme of work with books that can be shared, enjoyed and reflected upon.



Unit 1 (3 rd September 2026 – 23 rd October 2026).	Unit 2 (2 nd November 2026 – 18 th December 2026).	Unit 3 (4 th January 2027 – 5 th March 2027).	Unit 4 (8 th March 2027 – 14 th May 2027).	Unit 5 (18 th May 2027 – 16 th July 2027).
The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.
Christopher Winters YR RSE Lesson 1 – Caring Friendships.	Christopher Winters YR RSE Lesson 2 – Being Kind.	Christopher Winters YR RSE Lesson 3 – Different Families.	Christopher Winters YR RSE Lesson 4 – My Body My Choices.	My Happy Minds 3 lessons.
My Happy Minds 3 lessons.	My Happy Minds 3 lessons.	My Happy Minds 3 lessons.	My Happy Minds 3 lessons.	EYFS. My Happy Body. 1 lesson.
No Outsiders – You Choose.	No Outsiders – The Family Book.	No Outsiders – Mommy, Mama and Me.	No Outsiders – Blue Chameleon.	EYFS. My Happy Relationships. 1 lesson.
PSED Focus Across the Reception Curriculum:				
PSED underpins all aspects of a child's daily life at school. We have a rich variety of policies and activities which aim to support children's progress through the Early Learning Goal. These include regular class focus time based on PSED themes, Circle Times, themed days and weeks (for example Anti-bullying week). Throughout the day adults in the Foundation Stage model respectful relationships, demonstrating how to react to others and their emotions and how to interact with others in a variety of situations. We regularly think about how to look after our bodies and keep safe.				
				EYFS. My Happy World. 1 lesson.

Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning



Supplementary Experiences

Extensive opportunities for to develop PSED woven across the curriculum.
Weekly Forest School Session.

Parish Spirit Curriculum Overview - Year 1

Our Parish Spirit reading spine also complements our bespoke scheme of work with books that can be shared, enjoyed and reflected upon.



Unit 1 (3 rd September 2026 – 23 rd October 2026).	Unit 2 (2 nd November 2026 – 18 th December 2026).	Unit 3 (4 th January 2027 – 5 th March 2027).	Unit 4 (8 th March 2027 – 14 th May 2027).	Unit 5 (18 th May 2027 – 16 th July 2027).
The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.
Christopher Winters Y1 RSE. Lesson 1 – Different Friends.	Christopher Winters Y1 RSE. Lesson 2 – Growing and Changing.	Christopher Winters Y1 RSE. Lesson 3 – Body Safety (Online and Off).	Christopher Winters Y1 RSE. Lesson 4 – Families and Care.	My Happy Minds 4 lessons.
My Happy Minds 5 lessons.	My Happy Minds 4 lessons.	My Happy Minds 3 lessons.	My Happy Minds 3 lessons.	KS1 My Happy Body. Ourselves, Growing and Changing. 1 lesson.
KS1 My Happy Relationships. Showing Respect and Managing Hurtful Behaviour. 1 lesson.	KS1 My Happy Relationships. Families and Positive Close Relationships. 2 lessons.	KS1 My Happy Body. Healthy Lifestyles. 2 lessons.	KS1 My Happy World. Shared Responsibilities. 1 lesson.	KS1 My Happy Body. Ourselves, Growing and Changing: Transition. 1 lesson.
No Outsiders – Elmer.	No Outsiders – My World Your World.	No Outsiders – Errol's Garden.	KS1 My Happy World Communities. 1 lesson.	
			No Outsiders – Hair, it's a family affair.	

Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning



Supplementary Experiences

Extensive opportunities for to develop PSED woven across the curriculum.

Parish Spirit Curriculum Overview - Year 2

Our Parish Spirit reading spine also complements our bespoke scheme of work with books that can be shared, enjoyed and reflected upon.



Unit 1 (3 rd September 2026 – 23 rd October 2026).	Unit 2 (2 nd November 2026 – 18 th December 2026).	Unit 3 (4 th January 2027 – 5 th March 2027).	Unit 4 (8 th March 2027 – 14 th May 2027).	Unit 5 (18 th May 2027 – 16 th July 2027).
The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.
Christopher Winters Y2 RSE. Lesson 1 – Gender Stereotypes.	Christopher Winters Y2 RSE. Lesson 2 – Male and Females.	Christopher Winters Y2 RSE. Lesson 3 – Naming Body Parts.	Christopher Winters Y2 RSE. Lesson 4 – My Body Belongs to Me.	My Happy Minds 4 lessons.
My Happy Minds. 5 lessons.	My Happy Minds 4 lessons.	My Happy Minds 3 lessons.	My Happy Minds 4 lessons.	KS1 My Happy Relationships. Safe Relationships. 2 lessons.
KS1 My Happy Body. Keeping Safe. 2 lessons.	KS1 My Happy World Media, Literacy and Digital Resilience. 1 lesson.	KS1 My Happy World Economic Wellbeing. 3 lessons.	KS1 My Happy Relationships. Friendships. 2 lessons.	KS1 My Happy Body. Ourselves, Growing and Changing: Transition. 1 lesson.
No Outsiders – What the Jackdaw Saw	No Outsiders – Can I join your club?	No Outsiders – Amazing.	No Outsiders – How to be a Lion.	

Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning



Opportunities for 'Spiritual Reflection' take place within each Parish Spirit lesson considering: **WINDOWS** (self), **HEAVENS** (World and beauty) and **finally DOORS** (beyond).

Parish Spirit Curriculum Overview - Year 3

Our Parish Spirit reading spine also complements our bespoke scheme of work with books that can be shared, enjoyed and reflected upon.



Unit 1 (3 rd September 2026 – 23 rd October 2026).	Unit 2 (2 nd November 2026 – 18 th December 2026).	Unit 3 (4 th January 2027 – 5 th March 2027).	Unit 4 (8 th March 2027 – 14 th May 2027).	Unit 5 (18 th May 2027 – 16 th July 2027).
The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.
Christopher Winters Y3 RSE. Lesson 1 – Body Differences.	Christopher Winters Y3 RSE. Lesson 2 – Personal Space and Consent.	Christopher Winters Y3 RSE. Lesson 3 – Families and People Who Help Us.	Christopher Winters Y3 RSE. Lesson 4 – Staying Safe and Getting Help Online.	My Happy Minds 4 lessons.
My Happy Minds 5 lessons.	My Happy Minds 4 lessons.	My Happy Minds 4 lessons.	My Happy Minds 4 lessons.	LKS2 My Happy World. Shared Responsibilities. 1 lesson.
LKS2 My Happy Relationships. Friendships. 1 lesson.	LKS2 My Happy Relationships. Positive Relationships. 1 lesson.	LKS2 My Happy Body. Healthy Lifestyles. 2 lessons.	LKS2 My Happy World Communities. 1 lesson.	LKS2 My Happy Body. Ourselves, Growing and Changing: Grief. 1 lesson.
No Outsiders – Beegu.	No Outsiders – This is Our House.	No Outsiders – We're All Wonders.	No Outsiders – The Hueys in the New Jumper.	LKS2 My Happy Body. Ourselves, Growing and Changing: Transition. 2 lessons.

Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning



Opportunities for 'Spiritual Reflection' take place within each Parish Spirit lesson considering: **WINDOWS** (self), **HEAVENS** (World and beauty) and **finally DOORS** (beyond).



Annual Easter Church Performance.

Parish Spirit Curriculum Overview - Year 4

Our Parish Spirit reading spine also complements our bespoke scheme of work with books that can be shared, enjoyed and reflected upon.



Unit 1 (3 rd September 2026 – 23 rd October 2026)	Unit 2 (2 nd November 2026 – 18 th December 2026)	Unit 3 (4 th January 2027 – 5 th March 2027)	Unit 4 (9 th March 2026 – 15 th May 2026)	Unit 5 (18 th May 2026 – 17 th July 2026)
The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.
Teach SRE Christopher Winters Y4 RSE. Lesson 1 – Gender Stereotypes.	Teach SRE Christopher Winters Y4 RSE. Lesson 2 – Gender Stereotypes.	Teach SRE Christopher Winters Y4 RSE. Lesson 3 – Gender Stereotypes.	Teach SRE Christopher Winters Y4 RSE. Lesson 4 – Gender Stereotypes.	Engage My Happy Minds 4 lessons.
Meet Your Brain My Happy Minds 5 lessons.	Celebrate My Happy Minds 4 lessons.	Appreciate My Happy Minds 4 lessons.	Relate My Happy Minds 4 lessons.	UKS2 My Happy Body. Keeping Safe 1 lesson.
LKS2 My Happy Relationships. Showing Respect and Managing Hurtful Behaviour. 1 lesson.	LKS2 My Happy Body. First Aid 1 lesson.	LKS2 My Happy World Media, Literacy and Digital Resilience. 1 lesson.	LKS2 My Happy Relationships. Safe Relationships. 1 lesson.	LKS2 My Happy World Economic Wellbeing. 3 lessons.
No Outsiders – Red: A Crayon's Story.	No Outsiders – Alfred and Aisbert	No Outsiders – When Sadness Comes to Call.	No Outsiders – Along Came A Different.	LKS2 My Happy Body. Ourselves, Growing and Changing: Transition. 1 lesson.
NO OUTSIDERS	NO OUTSIDERS	NO OUTSIDERS	NO OUTSIDERS	NO OUTSIDERS

Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning

Opportunities for 'Spiritual Reflection' take place within each Parish Spirit lesson considering: **WINDOWS** (self), **MIRRORS** (World and beauty) and **Really DOORS** (beyond).

Supplementary Experiences

Money Mentors Workshops in Summer Term.
Annual Pentecost Church Performance.

Parish Spirit Curriculum Overview - Year 5

Our Parish Spirit reading spine also complements our bespoke scheme of work with books that can be shared, enjoyed and reflected upon.



Unit 1 (3 rd September 2026 – 23 rd October 2026)	Unit 2 (2 nd November 2026 – 18 th December 2026)	Unit 3 (4 th January 2027 – 5 th March 2027)	Unit 4 (8 th March 2027 – 14 th May 2027)	Unit 5 (18 th May 2027 – 16 th July 2027)
The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.
Teach SRE Christopher Winters Y5 RSE. Lesson 1 – Talking about Puberty.	Teach SRE Christopher Winters Y5 RSE. Lesson 2 – The Reproductive System.	Teach SRE Christopher Winters Y5 RSE. Lesson 3 – Puberty Help and Support.	Teach SRE Christopher Winters Y5 RSE. Lesson 4 – Respect Boundaries and Being an Upstander.	Engage My Happy Minds 4 lessons.
Meet Your Brain My Happy Minds 5 lessons.	Celebrate My Happy Minds 5 lessons.	Appreciate My Happy Minds 4 lessons.	Relate My Happy Minds 4 lessons.	UKS2 My Happy World Economic Wellbeing 3 lessons.
No Outsiders – The Girls.	No Outsiders – Kenny Lives with Erica and Martina.	UKS2 My Happy Body. Healthy Lifestyles 2 lessons.	UKS2 My Happy Relationships. Friendships. 1 lesson.	UKS2 My Happy Body. Ourselves, Growing and Changing: Grief. 1 lesson.
		No Outsiders – How to Heal a Broken Wing.	UKS2 My Happy Relationships. Families and Close Positive Relationships 1 lesson.	UKS2 My Happy Body. Ourselves, Growing and Changing: Transition. 1 lesson.
		NO OUTSIDERS	NO OUTSIDERS – Mixed.	NO OUTSIDERS

Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning

Opportunities for 'Spiritual Reflection' take place within each Parish Spirit lesson considering: **WINDOWS** (self), **MIRRORS** (World and beauty) and **Really DOORS** (beyond).

Supplementary Experiences

Money Mentors Workshops Throughout the Year.
Bikeability Programme.
Local Secondary School Enhanced Transition Programme
Crucial Crew.

Parish Spirit Curriculum Overview - Year 6					
Unit 1 (3 rd September 2026 – 23 rd October 2026).	Unit 2 (2 nd November 2026 – 18 th December 2026).	Unit 3 (4 th January 2027 – 5 th March 2027).	Unit 4 (8 th March 2027 – 14 th May 2027).	Unit 5 (18 th May 2027 – 16 th July 2027).	
The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	The Parish Way. 1 lesson.	Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning Opportunities for Spiritual Reflection take place within each Parish Spirit lesson considering WINDOWS (self), MIRRORS (World and beauty) and FINALLY DOORS (beyond). Supplementary Experiences Know More Knives Money Mentors Workshops Throughout the Year. Local Secondary School Enhanced Transition Programme
Teach SRE Christopher Winters Y6 RSE. Lesson 1 – Puberty and Reproduction.	Teach SRE Christopher Winters Y6 RSE. Lesson 2 – Communication and Consent in Relationships.*	Teach SRE Christopher Winters Y6 RSE. Lesson 3 – Families, Conception and Pregnancy.	Teach SRE Christopher Winters Y6 RSE. Lesson 4 – Communication and Respect in Relationships and Online.*	My Happy Minds. 2 lessons.	
My Happy Minds. 3 lessons.	Celebrate My Happy Minds 2 lessons.	Appreciate My Happy Minds 2 lessons.	Relate My Happy Minds 2 lessons.	Appreciate My Happy Minds Transition 2 lessons.	
UKS2 My Happy World. Shared Responsibilities. 2 lessons.	UKS2 My Happy World Communities. 1 lesson.	UKS2 My Happy World Media, Literacy and Digital Resilience. 2 lessons.	Celebrate My Happy Minds Transition 3 lessons.	Relate My Happy Minds Transition 2 lessons.	
2 My Happy Relationships. Showing Respect and Managing Hurtful Behaviour. 1 lesson.	UKS2 My Happy Body. First Aid. Drugs, Alcohol and Tobacco 2 lessons.	Meet Your Brain My Happy Minds Transition 3 lessons.	UKS2 My Happy Relationships. Safe Relationships. 1 lesson.	My Happy Minds Transition 2 lessons.	
NO OUTSIDERS No Outsiders – A Day in the Life in Marion Bundo.	NO OUTSIDERS No Outsiders – King of the Sky.		NO OUTSIDERS No Outsiders – The Island.		

*Contains non-statutory Sex Education content. Parents have the right to withdraw their child from these lessons only.

Equality

All schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149), when teaching RSHE.

All children should see themselves, and their families, as represented. We therefore ensure that PSHE resources are relatable, and topics are taught in a way which are inclusive and ensure children know that they belong. Different family types are represented in our curriculum, including same-sex parents along with other family arrangements.

Pupils should understand the importance of equality and respect and have an awareness of the protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Pupils with special educational needs and disabilities (SEND)

Teaching at our school is developed to ensure PSHE is accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. PSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Whilst we try to keep conversations within the classroom, pupils know that confidentiality can never be guaranteed.

Engaging with parents and the right to withdraw

We believe in the importance of schools and families working in partnership. This is because teachers, parents/carers, pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish. We therefore are pro-active in ensuring our parents/carers are well informed about curriculum content, vocabulary, and how to discuss and answer questions about sensitive topics.

At Parish Primary School, we want to equip parents to continue conversations started in class. Therefore in consultation meetings, we share a representative sample of the resources that we plan to use and, if requested, ensure that parents can view all curriculum materials used to teach RSHE. Parents should know that the materials must not be shared more widely, due to copyright laws.

Parents **do not** have the right to withdraw their pupils 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.

Parents **do** have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

The only two lessons across our curriculum which contains non-statutory Sex Education content and parents have the right to withdraw their child from these lessons are the following:

- Y6 RSE. Lesson 2 – Communication and Consent in Relationships. (taught in Autumn 2)
- Y6 RSE. Lesson 4 – Communication and Respect in Relationships and Online (taught in Spring 2).

Before granting any request for withdrawal of a child from sex education, we will meet with parents/carers, and the child if appropriate, to discuss and understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and 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 always document this discussion to ensure a record is kept. Following this discussion, the head teacher will grant a request to withdraw a pupil from specific lessons covering reproduction and birth in PSHE, as set out above. This is other than statutory content that is taught as part of the science curriculum.

When a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Monitoring and evaluation of PSHE

The cohesive PSHE programme will be regularly monitored and evaluated to ensure that it is meeting our aims as set out in this policy, to the same standard as all other curriculum subjects.

Leaders ensure that teachers are kept up to date with PSHE information and have access to high quality training.

Appendix 1: Monitoring Audits

Governors and Trustees	RAG
1. Do governing boards and proprietors of academy trusts make sure that all pupils make progress in achieving the expected educational outcomes?	
2. Do governing boards and proprietors of academy trusts make sure that teaching is accessible to all pupils with SEND?	
3. Do governing boards and proprietors of academy trusts make sure that curriculum content and teaching materials are aligned with the RSHE statutory guidance?	
4. Do governing boards and proprietors of academy trusts make sure clear information is provided for parents/carers on the subject content, teaching materials and external providers?	
5. Do governing boards and proprietors of academy trusts make sure clear information is provided for parents/carers on the right to request that their child is withdrawn from sex education?	
6. For schools with a designated religious character - Do governing boards and proprietors of academy trusts make sure that the religious ethos of their school is maintained and developed?	

Policy	RAG
1. Does the setting have a up-to-date written policy for PSHE, including RSE?	
2. Does the setting proactively engage and consult with parents/carers in developing and reviewing the policy?	
3. Does the setting provide a copy of the policy free of charge to anyone who asks for one?	
4. Is the relationships education (and sex education if taught) policy published on the website?	
5. Does the setting have a policy for health education (not required but advised)?	
6. If the setting has a health education policy does it set out how health education will be taught?	
7. Does the policy set out the subject content including how and when it will be taught?	
8. Does the policy make clear who is responsible for teaching RSE?	
9. Does the policy include details and information about any external providers used?	
10. Does the policy differentiate between relationships and sex education?	
11. Does the policy include information about a parent's right to request their child is withdrawn from sex education?	
12. Does the policy explain how content will be made accessible to all pupils including those with SEND?	
13. Does the policy describe how the subject is monitored and evaluated?	
14. Does the policy set out how parents/carers can view curriculum materials?	

15.Does the policy explain how teachers will answer questions about topics in sex education that the school does not cover (if primary) or that relates to sex education from which the child has been withdrawn?	
16.Does the policy explain how it has been produced?	
17.Does the policy explain who approve the policy?	
18.Does the policy explain how and when it will be reviewed?	
19.Does the policy explain how teachers will answer questions, with an emphasis on supporting the child	

Teacher Checklist when working with External Contributors	
1. Are you aware of the aims and objectives being delivered by the external contributor?	
2. Does the external contributor complement and not replace teacher led activities?	
3. Is the external contributor aware of the relevant school policies e.g. PSHE, safeguarding, handling disclosures?	
4. Have the learning outcomes of the session been agreed upon by the external contributor and lead teacher?	
5. Is the methodology and content age- appropriate?	
6. Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
7. Has the external contributor been made aware of the group sizes and the pupils' needs, ability and age?	
8. Have the pupils been appropriately prepared i.e. in previous lessons or before the session/event?	
9. Has follow-up been planned and does the learning need to be extended into a further lesson?	
10.Have all relevant staff (i.e. pastoral support) been informed and made aware of the planned session?	
11.Have parents been informed appropriately and does permission need to be obtained?	
12.Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
13.Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
14.Have you checked what equipment (technical or otherwise) is needed by the contributor?	
15.Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
16.Have you checked the visitors' DBS status if appropriate?	
17.Have you agreed fees, expenses or the cost of resources?	

Appendix 2

Dear Parents / Carers

Throughout the year, your child has been taking part in statutory Relationships Education lessons. This term, we will be introducing aspects of Sex Education to these lessons. This will take the form of a series of x lessons that will be delivered in an age appropriate manner and will build upon the knowledge gained in their National Curriculum Science lessons. These sessions will be delivered by....(insert either teacher or outside agency, within the presence of the teacher.)

Church of England schools have the right to teach this according to the tenets of their faith, whilst still being consistent with the requirements of the Equality Act. They have flexibility of **how** to teach this that allows delivery within the integrity of the Christian ethos and in such a way that the school community, especially the children, experience "life in all its fullness."

We would like to invite you to view a sample of the materials and resources that will be used to teach your child's class. This will be an opportunity to raise any questions you may have with the teacher and will support you to continue conversations at home with your child. This will take place on....(insert date, time & location)

Following this, if you feel that you would like to exercise your right to withdraw your child from these non-statutory sessions and take a more active role in being the primary educator for this information at home, please request a meeting with the headteacher in the first instance, as per our policy.

Should you decide to withdraw your child, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

Yours sincerely

Appendix 3

For outside providers

Thank you for agreeing to come and support our school in the delivery of Relationships and Sex Education.

By reading and signing this statement, you are confirming that you have read the PSHE/RSE policy of the school and agree to abide by the Christian ethos that underpins this policy.

Any safeguarding or confidential issues that may arise during these sessions, you agree to follow the schools procedure for safeguarding, as read on entering the school and will respect the confidential nature of the issue outside of the school boundaries.

I agree to the above statement.

Signed:

Appendix 4

Resources

Let's Work Together – Lucy Emmerson

Jessica Kingsley Publishers ~ £12.99

A practical guide to schools and parents working together in this area

MyHappyMind

<https://myhappymind.org/>

The Underwear Rule

www.nspcc.org.uk

The Christopher Winter Project

[Teach SRE - Primary RSE resources and training](#)

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

Internet safety resource, inclusive of materials on Social Media Photos & Selfies

No Outsiders

<https://no-outsiders.com/>

Review Schedule

Policy Author	CEO
Policy Approver	Board of Directors
Current Policy Version	2.0
Policy Effective From	September 2026
Policy Review Date	September 2028

Revision Schedule

Version	Revisions	By whom
1.0	Original Document	CEO
2.0	Updates in line with updated statutory guidance	CEO