



PRIMARY PSHE (INCLUDING STATUTORY HRE) EDUCATION POLICY

Consultation has taken place	The school workforce	Governors	Children & young people	Families
	22.5.26	16.6.26	22.5.26	22.5.26
Date formally approved by Governors:	Due to be ratified by Governors on 16.6.26			
Date policy became effective:	September 2026			
Person(s) responsible for implementation & monitoring	Sarah Bell – Headteacher & PSHE lead			

Appendix to include documents referenced e.g. DfE Statutory Guidance on Relationships, Health and Sex Education (RSE) and Health Education (2025), Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2025) as well as PSHE Association documents.

Reedley Primary PSHE (including statutory HRE) Education Policy

Our School Mission:

This policy ensures that children at Reedley Primary school are well prepared for the world beyond our school. The teaching of PSHE and RSE at Reedley school is in alignment with statutory guidance and DfE requirements. Our curriculum is in-line with the 2025 guidance which is due for implementation by September 2026. Our curriculum underpins our belief that children's personal, social and health education is just as important as their academic achievement. We want our children to learn how to make a positive contribution to their communities, now and in the future. We support children to think about positive relationships, health and wellbeing and living in the wider world. We also believe at Reedley that it is of upmost importance that our curriculum in PSHE ensures the safeguarding of our children.

From September 2020, the teaching of Health and Relationship Education (HRE) at Reedley Primary School became compulsory and sits alongside the Personal, Social, Health, Economic (PSHE)/ Science Curriculum.

What is PSHE and RHE?

PSHE (Personal, Social, Health and Economic education) is the school subject through which RHE (Relationships, Health education) is taught in our school. Effective PSHE and RHE teaching is essential if young people are to make responsible and well-informed decisions about their lives. The objective of this is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

What does PSHE and RHE include?

At Reedley, RHE is taught within the subject of PSHE within the school and that this is taught in line with the statutory guidance.



'PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.' (PSHE Association, 2024)

As part of PSHE, the statutory elements of Relationships and Health education are covered within our PSHE curriculum. To do this we cover the topics outlined below throughout the guidance at an age and stage-appropriate way for our children.

The new guidance for RHE (2025) focuses on teaching the fundamental building blocks and characteristics of positive relationships and staying healthy through teaching about the following topics:

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

All of these topics sit within the statutory RHE objectives and therefore, content from these lessons cannot be withdrawn from.

The non-statutory element of sex education (how a baby is made/conceived) **will not be taught** within our PSHE curriculum. This is the part of the curriculum which is above and beyond that which is in the Science curriculum and therefore parents will not be required to send written withdrawal requests.

At Reedley Primary School, we are confident that we use quality-assured and appropriate lesson plans which are suited to the needs and maturation of our pupils. We have taken time to liaise with stakeholders to ensure that they are appropriate for our children and reflective of the needs of our cohort and community and therefore are happy to share these with parents on request. Should you wish to have sight of the resources, please contact the school office where we will be able to make an appointment for you to view these. Parents are also welcome to meet with the PSHE lead to go through all of the resources that are used.

Objectives of Health and Relationship Education at Reedley

- Starts early and is relevant to pupils at each stage in their development and maturity
- Builds an effective partnership between home and school
- Allows sufficient time to cover a wide range of topics
- Is inclusive of difference and challenges stereotypes and prejudice
- Respects the views of other people



- Develops an awareness of personal safety including what they should do if they are worried
- Ensures that all children are assertive and have the confidence to say and do what is right
- Understands the dangers associated with online technologies and develop strategies to keep safe
- Contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- Promotes positive relationships with others, involving trust and respect
- Recognises the importance of a committed, long-term, and loving relationship and the importance of family life
- Learn the importance of self-control and cope with the influences of their peers and the media
- Challenges body image and stereotypes, particularly in the media, and promotes respect and care for their bodies
- Includes the acquisition of medically and factually correct knowledge
- Prepares them for puberty and adulthood
- Helps pupils gain access to information and support
- Uses active learning methods - is rigorously planned, assessed and evaluated
- Ensures children's views are actively sought to influence lesson planning and teaching

At Reedley we are transparent in what is taught and that parents are able to view materials and have access to these should they wish to. These are available on our school website that is password protected. This password is available from the school office when requested. Parents are also welcome to meet with the PSHE lead to go through all of the resources that are used.

How the subject is taught at Reedley

Class teachers or an adult known to the children teach PSHE through different aspects of the curriculum. While we carry out the main relationship education teaching as part of our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing.

All maintained schools must teach the following as part of the National Curriculum for Science. At Year 5 and Y6, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

Our curriculum is progressive and builds on prior knowledge so that the content is age appropriate and children's knowledge is built on progressively.

Throughout the year there are many special events booked in to scaffold the teaching of PSHE these include:

Visits from Police

Visits from the fire brigade

Visits from the LCC Road Safety Team

Anti- bullying week

E-safety week

Visit from community faith leaders

Bike ability

Friendship link days with other schools (watching their nativity etc...)

Gulp programme BFC



At times the curriculum content may be supplemented and enhanced by the use of external visitors and providers who are checked by school and have had the relevant safeguarding procedures shared with them. At all times there will be a member of school staff present at these deliveries. These external visitors have been chosen to benefit the learning of the children and that they suit the needs of the children within school. All external providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils.

These visitors may include:

Lancashire Police
Lancashire Fire Service
Lancashire Road Safety Team
Bikeability Team
Burnley FC in the community
Burnley FC
NHS- dentist and nurses

We encourage other valued members of the community to work with us to provide advice and support. Members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons.

There may be times when it is appropriate to supplement the curriculum further with other experiences or visits that may become available to us and therefore the above list is not exhaustive.

In the instance of us welcoming another visitor to school to supplement the PSHE curriculum, we will inform parents and carers of this ahead of time.

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still under-reported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues by helping our children to understand healthy relationships, including friendships. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

Responsibilities

PSHE lead is responsible for the review of the PSHE curriculum and to ensure that it meets the statutory guidance, that it is inclusive to all children and is progressive.

All class teachers are responsible for the planning and teaching of PSHE (which includes statutory RHE).



Teachers delivering PSHE are responsible for ensuring that work is adapted so that lessons are inclusive to all. Teachers delivering the lessons are also responsible for ensuring that resources used are agreed and appropriate for the children to ensure effective delivery of the curriculum.

Support staff are responsible for following the lead of the teacher and supporting the children's learning when needed.

Key PSHE/Personal Development is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for HRE and PSHE.

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

The effectiveness of the PSHE/HRE programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities.

The Role of Parents and Other Professionals

The school understands the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the PSHE/ HRE policy and practice
- answer any questions that parents may have about PSHE/ HRE
- take seriously any issues that parents raise with teachers about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the HRE policy
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages and that this will lead to them thriving as young people in the modern world both now and in their futures.

Right to Withdraw

The non-statutory element of sex education (how a baby is made/conceived) **will not be taught** within our PSHE curriculum. This is the part of the curriculum which is above and beyond that which is in the National Curriculum for Science and Statutory Relationships and Health Education. As we teach nothing that is beyond the statutory content, parents will not be required to send written withdrawal requests.



Accessibility for all

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will identify that children with vulnerabilities and ensure that they will get the support they need. We

will ensure that pupils with SEND receive access to PSHE by differentiating any input or resources as required.

We will refer to the SEND PSHE framework from the PSHE association to break down objectives and adapt learning for children with SEND.

Teaching will consider the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision

We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

Monitoring and Evaluation

Delivery is monitored through learning walks, pupil interviews, monitoring of books and evidence. The PSHE lead evaluates the delivery to ensure that it is robust. This is done throughout the year and at least once a term. Monitoring is also part of the wider personal development and well-being review too so that it feeds into a wider review of this whole element of school.

Parental Access to Curriculum Materials

Parents can view resources via school website (password will be provided to parents), a copy can be requested from the office, or an appointment can be made with the class teacher and PSHE lead to go through any resources.

Answering Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions which go beyond what is set out for HRE. If children do ask about issues pertaining to one of these topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question. If the staff member feels that the question falls out of the context of the lesson being taught, they will call the parent and ask them if they want to answer the questions at home; whether they want to the teacher to do this or if they should do this together.

Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and this is unlikely to be child-friendly.

Any instances where a parent is to be called with a query about a question that has been raised in the lessons, the usual reporting system will be used to keep a record of this and any outcomes on CPOMs.



Teachers may correct pupils in using the anatomically correct names for body parts, saying these are the 'doctor's words' for them (should it be necessary) from Years 5 and 6. Lower down the school, adults will refer to the term 'private parts' unless the correct terminology is used by a pupil first.

As a matter of safeguarding, we encourage parents to also use the phrase 'private parts' and teach the anatomical names for these to their children as soon as they feel able. The reasoning for this is so that any informal terms that children may know and use may not be recognised by staff members during a disclosure which could place them at risk of harm.

Should there be any disclosures within a lesson or a discussion that teachers feel needs to be escalated to the DSL, the usual safeguarding procedures will be followed.

Policy Development and Review

Staff, pupils, governors all contributed to this policy

Governing body approves this policy during a governors meeting.

Review cycle will be every year or sooner if guidance changes.

Appendix 1 - Terminology used in this policy

SEND – Special Educational Needs and Disabilities

HRE – Health and Relationships Education

PSHE – Personal, Social and Health Economic Education

CPOMS – Child Protection Online Monitoring System – a record keeping system used in school

DSL – Designated Senior Lead – a staff member within school with responsibility for safeguarding

CPD – Continuous Professional Development – staff training

Statutory guidance references: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)