



St. Lawrence Church of England
Primary School

P.S.H.E. & R.S.E. POLICY

SEPTEMBER 2026

P.S.H.E. & R.S.E. Lead: Helen Lonsdale

Approved by: David Oludotun Fasanya (Chair of Governors)

Last reviewed on: September 2026

Next review on: April 2027

Vision and Ethos

At St. Lawrence Church of England Primary School, we are committed to providing a broad, balanced and ambitious curriculum which enables every child to flourish academically, socially, emotionally, physically and spiritually.

Our P.S.H.C.E. curriculum, including statutory Relationships Education and Health Education, helps pupils to develop the knowledge, skills, attitudes and values they need to lead healthy, safe, confident and fulfilling lives. It supports children to understand themselves and others, develop positive relationships, make informed choices, manage risk, recognise when they or others need help, and contribute positively to their school, community and wider society.

As a Church of England school, our P.S.H.C.E. provision is rooted in our Christian vision and values. We seek to develop children who recognise the dignity and value of every individual as a person made in the image of God. We promote wisdom, hope, community, dignity, respect, compassion, forgiveness, justice and responsibility.

Our P.S.H.C.E. curriculum complements our Religious Education curriculum, which is taught through the **Blackburn Diocesan Questful RE syllabus**. While P.S.H.C.E. and R.E. remain distinct areas of the curriculum, opportunities are identified for meaningful connections between the two where this strengthens pupils' understanding of values, relationships, dignity, compassion, justice, service, responsibility and life in community.

The Christian foundation of our school is therefore reflected not only through R.E. and collective worship, but through the way pupils are encouraged to live out our Christian values in their relationships with themselves, others and the wider community.

We aim for every child to feel known, valued, safe and included.

Our curriculum therefore reflects the belief that education is about the flourishing of the whole person and that children should be equipped not only for their next stage of education but for life.

Our approach is consistent with the Church of England's current educational principles and its *Flourishing for All* anti-bullying guidance, alongside statutory government requirements.

Statutory Framework and Legislation

This policy has been developed with regard to current legislation and statutory guidance, including:

- **Children and Social Work Act 2017**
- **Education Act 2002**
- **Education and Inspections Act 2006**
- **Equality Act 2010**, including the Public Sector Equality Duty
- **Children Act 1989 and Children Act 2004**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance**, Department for Education, revised September 2026
- **Keeping Children Safe in Education 2026 (KCSIE)**
- **Working Together to Safeguard Children 2026**
- **Prevent Duty**, under the Counter-Terrorism and Security Act 2015
- **National Curriculum in England**
- Relevant Department for Education guidance relating to safeguarding, online safety, mental health and wellbeing
- Relevant **Lancashire County Council / Lancashire Professional Development Service (LPDS)** P.S.H.E. guidance and resources
- Questful R.E., Blackburn diocese.

Note:

The revised DfE RSHE statutory guidance came into force on **1 September 2026**.

Relationships Education is compulsory for pupils in primary schools and Health Education is compulsory in state-funded primary schools.

KCSIE 2026 came into force on 1 September 2026.

Aims

Our PSHCE curriculum aims to:

- develop confident, resilient and responsible learners;
- support pupils' physical, mental and emotional wellbeing;
- enable pupils to understand and manage emotions;
- develop self-awareness, self-esteem and positive attitudes towards themselves and others;
- develop healthy, respectful and positive relationships;
- teach pupils how to recognise unsafe situations and seek help;
- develop understanding of consent, boundaries, privacy and personal safety in an age-appropriate way;
- equip pupils to manage risk, including risks associated with the online world;
- develop knowledge and understanding of healthy lifestyles;
- develop financial awareness and economic understanding;
- promote respect for diversity and equality;
- challenge prejudice, discrimination and bullying;

- develop pupils' understanding of rights, responsibilities and citizenship;
- prepare pupils for life in modern Britain;
- develop pupils' spiritual, moral, social and cultural development;
- enable pupils to make informed and responsible decisions;
- help pupils recognise when they or someone else may need support;
- ensure pupils understand where and how to access trusted help.

Curriculum Organisation

At St. Lawrence Church of England Primary School, P.S.H.C.E. is an integral part of our wider Personal Development curriculum. It is planned progressively from Reception to Year 6, ensuring that pupils revisit and build upon important knowledge, vocabulary, skills and understanding as they move through the school.

Our principal planning resource for Relationships and Health Education and wider P.S.H.C.E. is the **Oak National Academy R.S.H.E. (P.S.H.E.) primary curriculum**. Oak's current primary curriculum has been updated to reflect the September 2026 statutory guidance and provides a sequenced and adaptable curriculum covering the key areas of community, relationships, online safety, wellbeing and growing up. The school adapts the Oak curriculum where appropriate to reflect the needs of our pupils, our Christian ethos and the context of our school community.

The Oak curriculum provides the main structure and progression for P.S.H.C.E. across the school. Teachers use the accompanying lesson resources, teacher guidance and curriculum materials to support consistent delivery while retaining professional flexibility to respond to the needs of individual classes and pupils.

This core curriculum is **supplemented by selected Kapow Primary Wellbeing units**, particularly where these provide additional opportunities to develop emotional literacy, resilience, self-awareness, positive relationships, mindfulness, physical wellbeing, connection with others and healthy lifestyle choices. Kapow's wellbeing resources include age-appropriate activities relating to areas such as perseverance, taking notice, connection, generosity, movement, resilience, growth mindset, goal setting and community.

The use of Oak National Academy and selected Kapow Wellbeing resources is intended to provide a coherent curriculum rather than two separate P.S.H.C.E. programmes. The P.S.H.C.E. subject Leader will ensure that additional Kapow units complement the Oak sequence, strengthen identified areas of need and do not result in unnecessary repetition.

PSHCE is taught through a combination of:

- Planned discrete P.S.H.C.E., Relationships and Health Education lessons;
- Oak National Academy R.S.H.E. (P.S.H.E.) curriculum resources;
- Selected Kapow Primary Wellbeing units;
- Cross-curricular learning;
- Computing and online safety;
- Science;
- Physical Education;
- Religious Education;
- Collective worship and reflection;
- Assemblies;
- Themed days and enrichment opportunities;
- School Council and pupil leadership opportunities;
- Charitable and community activities;
- Pastoral provision;
- Safeguarding education;
- Age-appropriate responses to issues arising within the school or wider community.

The curriculum is flexible enough to allow teachers to respond to the needs of their pupils. Where current events, safeguarding issues, pupil concerns or identified gaps in knowledge require additional teaching, the planned curriculum may be adapted appropriately.

The P.S.H.C.E. curriculum is therefore both **planned and responsive**: pupils receive a coherent programme of statutory and wider learning while the school retains the flexibility to respond to the particular needs of its children and community.

Our P.S.H.C.E. curriculum is planned alongside, but remains distinct from, our Religious Education curriculum. Religious Education is taught using the **Blackburn Diocesan Questful R.E. syllabus**.

Where appropriate, teachers make purposeful connections between P.S.H.C.E. and Questful R.E. These may include themes such as:

- dignity and respect;
- kindness and compassion;
- forgiveness;
- justice and fairness;
- friendship and relationships;
- responsibility and service;
- caring for others;
- belonging and community;
- difference and diversity;
- stewardship and care for God's world;
- making positive choices;
- hope and resilience.

These connections are used to deepen pupils' understanding rather than duplicate teaching. P.S.H.C.E. provides the knowledge and skills needed for pupils' personal, social, health and civic development, while Questful R.E. enables pupils to explore religious and theological questions, Christian beliefs and the beliefs and practices of other faith traditions.

Relationships Education – Statutory

Note:

Relationships Education is compulsory in primary schools. At St Lawrence, pupils are taught age-appropriate knowledge and skills relating to:

Families and people who care for them

Pupils learn:

- what family means;
- that families can look different;
- about people who care for them;
- how families and caring relationships support wellbeing;
- how to recognise relationships that are caring and safe;
- that other people's family circumstances should be treated respectfully.

Caring friendships

Pupils learn:

- how friendships are formed and maintained;
- the qualities of positive friendships;
- how to communicate with friends;
- how to resolve disagreements;
- how to recognise when friendships become unhealthy;
- how to seek help when needed.

Respectful relationships

Pupils learn:

- how to treat others with kindness and respect;
- how behaviour affects others;
- the importance of listening;
- how to disagree respectfully;
- the importance of boundaries;
- how stereotypes and prejudice can affect people;
- how to recognise and challenge bullying and unacceptable behaviour.

Online relationships

Pupils learn:

- that online and offline relationships can affect feelings and wellbeing;
- how to communicate safely online;
- the importance of privacy;
- how to protect personal information;
- how to recognise inappropriate contact or behaviour;
- how to respond to online bullying;
- when and how to seek help.

Being safe

Pupils learn:

- how to recognise unsafe situations;
- about appropriate and inappropriate behaviour;
- about personal boundaries;
- how to say no and seek help;
- the importance of trusted adults;
- how to respond if something makes them uncomfortable, worried or frightened;
- how to report concerns.

Health Education – Statutory

Health Education is taught progressively and age appropriately. The curriculum includes:

Mental health and wellbeing

Pupils learn:

- to recognise and name emotions;
- strategies for managing feelings;
- the importance of talking to trusted adults;
- how to develop resilience;
- how relationships and experiences can affect wellbeing;
- how to recognise when someone may need additional support;
- where to access help.

Physical health

Pupils learn about:

- physical activity;
- healthy lifestyles;
- nutrition and healthy eating;
- sleep;
- hygiene and self-care;
- dental health;
- sun safety;
- vaccinations and immunisation;
- allergies and personal health needs;
- the importance of seeking appropriate medical help.

Online safety and digital wellbeing

Pupils learn:

- how to use technology safely;
- how to recognise online risks;
- how online activity can affect wellbeing;
- how to protect privacy and personal information;
- how to recognise scams and inappropriate content;
- how to behave responsibly online;
- where to seek help.

Drugs, alcohol, tobacco and vaping

Pupils receive age-appropriate education about:

- medicines and their safe use;
- household substances;
- alcohol;
- tobacco;
- vaping and nicotine;
- illegal drugs;
- the physical and emotional effects of harmful substances;
- peer pressure;
- how to seek help.

First aid and emergencies

Pupils are taught age-appropriate basic first-aid knowledge, including:

- how to respond to an emergency;
- how to seek help;
- when to contact emergency services;
- how to respond appropriately when someone is injured or unwell.

Puberty and the changing body

Children in upper Key Stage 2 receive age-appropriate teaching about puberty and the physical and emotional changes associated with growing up. This includes appropriate education about:

- menstruation;
- bodily changes;
- hygiene;
- emotional changes;
- privacy and personal boundaries;
- seeking help and support.

Sex Education

Sex education beyond the National Curriculum science requirements is not compulsory in primary schools. At St Lawrence, any additional sex education is carefully considered in relation to:

- the age and developmental stage of pupils;
- the needs of the school community;
- safeguarding;
- the statutory RSHE guidance;
- our Christian ethos;
- consultation with parents and governors where appropriate.

Where additional sex education is provided, content will be age appropriate, factual, sensitive and carefully sequenced.

Parents will be informed about the content of any non-statutory sex education and will have the right to request withdrawal in accordance with statutory requirements.

Pupils will not be withdrawn from statutory Relationships Education, Health Education or National Curriculum science.

Teaching and Learning

Teaching will be:

- age appropriate;
- developmentally appropriate;
- inclusive;
- accessible;
- sensitive to individual circumstances;
- responsive to pupil needs;
- informed by safeguarding considerations;
- based on accurate and appropriate information;
- consistent with the school's Christian ethos.

Teachers will establish appropriate ground rules for discussion.

Pupils will be encouraged to:

- ask questions;
- listen respectfully;
- express ideas appropriately;
- recognise that people may have different experiences and perspectives;
- develop vocabulary for discussing feelings, relationships, health and safety;
- reflect on their own choices and behaviour.

Teachers will not be expected to answer personal questions about their own lives.

Where a pupil raises a safeguarding concern or makes a disclosure, the teacher will follow the school's safeguarding procedures.

Safe and Effective Teaching of Sensitive Issues

Some PSHCE topics may be sensitive or may prompt pupils to disclose personal experiences.

Staff will:

- create clear expectations for respectful discussion;
- avoid asking pupils to disclose personal experiences publicly;
- use appropriate distancing techniques where necessary;
- use correct and age-appropriate terminology;
- avoid reinforcing stereotypes;
- respond calmly and sensitively to questions;
- refer safeguarding concerns to the Designated Safeguarding Lead;
- follow school procedures for recording and reporting concerns.

Teachers should not promise confidentiality where a safeguarding concern is disclosed.

Safeguarding

Safeguarding is central to PSHCE and Relationships and Health Education.

All teaching is delivered in accordance with KCSIE 2026, the school's Child Protection and Safeguarding Policy and other relevant safeguarding procedures.

All staff must understand that PSHCE lessons may provide an opportunity for pupils to disclose concerns about:

- abuse or neglect;
- domestic abuse;
- exploitation;
- bullying;
- online harm;
- inappropriate behaviour;
- unsafe relationships;
- mental or emotional wellbeing;
- difficulties at home.

Note:

Concerns must be reported to the Designated Safeguarding Lead or deputy without delay.

KCSIE 2026 emphasises that safeguarding is everyone's responsibility, that staff should act immediately on concerns and that information should be shared and recorded appropriately when necessary to protect a child.

P.S.H.C.E. therefore contributes to the school's wider safeguarding culture by teaching children how to recognise risk, seek help and keep themselves and others safe.

Equality, Diversity and Inclusion

St Lawrence Church of England Primary School is committed to equality and inclusion.

Our curriculum will:

- comply with the Equality Act 2010;
- promote dignity and respect;
- recognise the diversity of families and communities;
- challenge prejudice and discrimination;
- address bullying, including prejudice-based bullying;
- support pupils to understand difference respectfully;
- provide appropriate adaptations for pupils with SEND;
- consider the needs of vulnerable pupils;
- avoid stereotyping;
- ensure that all pupils can participate meaningfully.

The Church of England's *Flourishing for All* guidance provides a current framework for preventing and tackling bullying connected to protected characteristics and supports the principle that every child should experience dignity, fairness and respect.

SEND and Accessibility

PSHCE is taught to all pupils.

Where necessary, teaching and resources will be adapted to meet individual needs, including for pupils with:

- SEND;
- communication and interaction needs;
- cognitive or learning needs;
- sensory or physical needs;
- social, emotional and mental health needs;
- additional vulnerabilities.

Adaptations may include:

- visual resources;
- simplified language;
- repetition and reinforcement;
- alternative methods of communication;
- social stories;
- pre-teaching vocabulary;
- additional adult support;
- individualised resources;
- additional processing time;
- differentiated activities.

A pupil's SEND should not be a barrier to receiving essential safeguarding, relationships or health education.

Online Safety

Online safety is embedded throughout PSHCE and the wider curriculum. Please see our Online safety policy for more detail.

Pupils are taught to:

- use technology safely and responsibly;
- recognise online risks;
- protect personal information;
- recognise inappropriate communication;
- understand that online behaviour can affect themselves and others;
- respond to cyberbullying;
- identify inappropriate content;
- understand the importance of privacy;
- recognise scams and other forms of online exploitation;
- know how to report concerns.

Online safety is also taught through Computing and reinforced through the school's safeguarding and acceptable-use arrangements.

Citizenship and British Values

Our PSHCE curriculum contributes to pupils' understanding of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those with different faiths and beliefs;
- rights and responsibilities;
- community;
- fairness and justice;
- participation;
- environmental responsibility.

Pupils are given opportunities to practise citizenship through:

- School Council;
- pupil voice;
- charitable activities;
- community involvement;
- leadership responsibilities;
- collective decision-making;
- service and contribution to others.

These experiences support our Christian commitment to serving others and contributing to the common good.

Economic Wellbeing and Financial Education

Pupils are progressively taught about:

- money;
- needs and wants;
- saving and spending;
- budgeting;
- earning;
- jobs and aspirations;
- financial choices;
- responsible use of money;
- recognising financial risks;
- the importance of making informed decisions.

This learning is linked where appropriate to mathematics, enterprise, citizenship and wider personal development.

Emotional Literacy, Resilience and Relationships

At St Lawrence, emotional wellbeing is embedded across school life. Children are supported to:

- recognise and name emotions;
- develop emotional vocabulary;
- understand that feelings can change;
- identify strategies that help them regulate;
- develop resilience;
- seek support when needed;
- understand the importance of healthy relationships;
- recognise how their actions affect others.

Our approach is consistent with the school's wider behaviour, pastoral, safeguarding and restorative practice approaches.

Pupil Voice

Pupil voice forms an important part of our P.S.H.C.E. provision. Pupils are given opportunities to:

- discuss what they have learned;
- identify areas where they need further support;
- contribute to curriculum development;
- raise concerns;
- participate in School Council;
- contribute to decisions affecting school life.

Pupil voice is used alongside other evidence to evaluate the effectiveness of the curriculum.

Parental Engagement and Right to Withdraw

Parents and carers are important partners in their child's education. The school will:

- make this policy available to parents;
- provide information about the content and organisation of Relationships and Health Education;
- communicate significant changes to provision;
- provide opportunities for parents to ask questions;
- take account of appropriate parental views when developing provision.

Withdrawal

Parents do not have the right to withdraw their child from:

- statutory Relationships Education;
- statutory Health Education;
- National Curriculum science, including statutory content relating to reproduction.

Parents have the right to request that their child is withdrawn from non-statutory sex education taught outside the National Curriculum science requirements.

Where a parent requests withdrawal, the school will:

- ask the parent to make the request in writing;
- arrange an appropriate discussion with the Headteacher or designated member of staff;
- explain the content and purpose of the teaching;
- discuss the benefits of participation;
- consider the request in accordance with the statutory guidance;
- ensure that the pupil continues to receive statutory Relationships Education, Health Education and science teaching.

The school will ensure that pupils receive essential safeguarding information regardless of any withdrawal from non-statutory sex education.

Resources

The school uses the **Oak National Academy RSHE (P.S.H.E.) primary curriculum** as its principal planning and teaching resource for PSHCE, Relationships Education and Health Education. Oak's curriculum is currently aligned with the September 2026 statutory guidance and provides a sequenced primary curriculum which can be adapted to meet the needs and context of individual schools.

Selected **Kapow Primary Wellbeing units** are used to supplement the Oak curriculum where they provide additional opportunities to develop pupils' emotional wellbeing, resilience, self-awareness, relationships, healthy lifestyles and wider personal development.

Teachers may use additional resources where these:

- support the school's curriculum intent;
- are age and developmentally appropriate;
- meet statutory requirements;
- are factually accurate;

- reflect the school's Christian ethos;
- are appropriate for the needs of the pupils;
- support inclusion and accessibility;
- have been reviewed by the school;
- do not conflict with the school's curriculum or policies.

Teachers remain responsible for ensuring that resources are appropriate for their pupils and for adapting lessons where necessary.

Where external visitors contribute to P.S.H.C.E. provision:

- the school retains responsibility for the curriculum;
- staff will normally be present;
- safeguarding procedures will apply;
- the visitor's content will be checked in advance;
- the visitor will be appropriately vetted where required;
- the session will complement, rather than replace, teacher-led curriculum provision.

Assessment

Assessment in P.S.H.C.E. is primarily formative and is used to identify pupils' developing knowledge, understanding, vocabulary, skills and attitudes. Teachers assess learning through:

- questioning and discussion;
- retrieval and recall activities;
- observation;
- pupil responses and participation;
- practical activities and scenarios;
- written or recorded work where appropriate;
- pupil reflection;
- quizzes and checks for understanding;
- pupil voice;
- the application of learning to real-life situations.

Teachers use assessment information to identify:

- what pupils already know;
- what pupils understand;
- misconceptions;
- gaps in knowledge;
- vocabulary requiring reinforcement;
- pupils who may require additional support;
- appropriate next steps.

Assessment is not based simply on whether pupils have completed an Oak National Academy or Kapow lesson. Teachers consider the extent to which pupils have understood and can apply the intended learning.

The school avoids unnecessary recording and excessive evidence collection. Assessment is used primarily to inform teaching, identify gaps and support progression.

The PSHCE Subject Leader will use monitoring and assessment information to evaluate curriculum coverage, progression and impact across the school.

Monitoring and Evaluation

The PSHCE Subject Leader will:

- monitor curriculum planning;
- review curriculum coverage;
- monitor teaching and learning;
- gather pupil voice;
- review examples of pupils' work;
- evaluate the impact of the curriculum;
- identify areas for development;
- support staff training;
- ensure statutory requirements are met;
- review resources;
- work with the Senior Leadership Team and governors;
- keep up to date with national and Lancashire guidance.

Monitoring will focus on **curriculum quality, pupil learning and impact**, rather than simply checking that lessons have been delivered.

Governors

Governors will:

- approve the policy;
- monitor statutory compliance;
- receive appropriate updates from school leaders;
- ensure that the school has an appropriate PSHCE/RHE curriculum;
- support the school in meeting its safeguarding and equality duties;
- review the policy in accordance with the school's policy cycle;
- monitor the impact of the PSHE and RHE curriculum on pupils' personal development.

Relationship to Personal Development

P.S.H.C.E. forms an important part of the school's wider Personal Development provision. It works alongside:

- Relationships and Health Education;
- R.E. and collective worship;
- safeguarding;
- behaviour and relationships;
- pastoral support;
- careers and aspirations;
- citizenship;
- enrichment;
- School Council;
- charitable activities;
- online safety;
- physical education;
- mental health and wellbeing provision.

The aim is that personal development is experienced throughout school life and is not limited to a weekly lesson.

Lancashire recognises P.S.H.E. as an important contributor to pupils' wider personal development and offers support for schools to develop provision which prepares pupils for life in modern Britain.

Church of England Character and Values

As a Church of England school within the **Diocese of Blackburn**, our P.S.H.C.E. provision contributes to the school's Christian vision and supports our commitment to the flourishing of every child.

Our PSHCE curriculum complements our Religious Education curriculum, which follows the **Blackburn Diocesan Questful RE syllabus**. Together with collective worship, our Christian vision and the wider life of the school, these contribute to pupils' spiritual, moral, social and cultural development.

Pupils are encouraged to develop and demonstrate:

- wisdom;
- hope;
- dignity;
- respect;
- compassion;
- forgiveness;
- justice;
- service;
- responsibility;
- courage;
- honesty;
- kindness.

We encourage pupils to consider what it means to live well with themselves, with other people, within their community and within God's world.

As a Church of England school, we recognise the importance of helping children to understand and respect the beliefs, values and experiences of others. Our PSHCE curriculum therefore supports pupils to participate positively and respectfully in a diverse society while maintaining the distinctive Christian character of St Lawrence Church of England Primary School.

Our approach reflects the wider mission of the Diocese of Blackburn to inspire children and young people and to enable churches and schools to contribute positively to their communities.

Policy Review

This policy will be reviewed annually, or sooner where there are significant changes to: legislation;

- statutory guidance;
- safeguarding requirements;
- Lancashire County Council guidance;
- Church of England guidance;
- the needs of the school community.

The next scheduled review will be **April 2027**.

Related School Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Equality Information and Objectives
- SEND Policy
- Online Safety Policy
- Anti-Bullying Policy
- Computing Policy
- Science Policy
- PE Policy
- Religious Education Policy – Blackburn Diocesan Questful RE syllabus
- Attendance Policy
- Mental Health and Wellbeing Policy
- Educational Visits Policy
- First Aid / Supporting Pupils with Medical Conditions Policy
- Accessibility Plan.

Key Reference Documents

The school will refer to the most current versions of:

- Department for Education – *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance*
- Department for Education – *Keeping Children Safe in Education*
- Department for Education – *Working Together to Safeguard Children*
- Equality Act 2010
- Children and Social Work Act 2017
- Department for Education – relevant online safety and safeguarding guidance
- Lancashire County Council / Lancashire Professional Development Service P.S.H.E. guidance and resources
- Blackburn Diocesan Board of Education – Questful RE syllabus

The DfE's revised RSHE guidance is currently the **September 2026 statutory edition**, and KCSIE 2026 is currently in force.

We aim for every child to feel known, valued, safe and included.

Our curriculum therefore reflects the belief that education is about the flourishing of the whole person and that children should be equipped not only for their next stage of education but for life.

Our approach is consistent with the Church of England's current educational principles and its *Flourishing for All* anti-bullying guidance, alongside statutory government requirements.