

# **PSHE Education Policy**

**(Physical, Social, Health and Economic Education)**

## **Incorporating RSHE (Relationships, Sex and Health Education)**



**Barkisland CE (VA) Primary School**  
**WE BELIEVE, WE NURTURE, WE SUCCEED!**

### Definition, Aims and Rationale:

This policy covers Barkisland Primary School's approach to delivering developmental and age/stage appropriate and effective PSHE education and has been developed in consultation with staff, pupils, parents and governors.

PSHE education is closely linked to RSHE and we use PSHE as an umbrella term to encompass both curricula. The programme is well-established at Barkisland School but is continually adapted to meet the changing needs of children's education and legislation. This policy supports the school's overarching vision of 'We Believe, We Nurture, We Succeed' and Core Values by creating a structured framework that links pupil wellbeing, personal development, and safety to academic achievement. It embeds values like resilience, responsibility, and equality throughout the curriculum and prepares students for life in modern Britain. As a school we value diversity; modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between adults and pupils.

PSHE will be taught in a faith-sensitive and inclusive way; understanding and appreciating differences within and across the teachings of the Christian faith and of other communities served by Barkisland School. It will afford dignity and worth to the views of pupils from all communities represented in the school while ensuring the Equality Act of 2010 is applied.

The policy sets out a defined curriculum for PSHE that is informed by legislation and the whole school ethos. It sets out the requirements for a safe, inclusive and respectful learning environment and guides practice for teaching to ensure consistency in quality whilst maintaining flexibility to respond to pupil needs. It also informs all stakeholders how PSHE is delivered, monitored and assessed at Barkisland School.

This policy is developed, monitored and evaluated by the current PSHE Subject Leaders. The subject is taught by class teachers and the Higher Level Teaching Assistant (HLTA), who are responsible for following the school's long term PSHE programme (see Appendix A). Teachers receive training and guidance to support pupils confidently throughout this exciting learning journey.

### Curriculum Planning

The PSHE curriculum has been developed from guidance provided by the PSHE Association and complies with the Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education) 2025 (for introduction September 2026) -

[https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_\\_RSE\\_\\_and\\_health\\_education\\_\\_for\\_intro\\_1\\_September\\_2026\\_.pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf) . See Appendix A for a summary of learning units from Year 1 to Year 6. More is given on the Curriculum Newsletters on the school's website or can be requested via the school office.

The curriculum is also informed by the eHNA (Electronic Health Needs Assessment) survey completed annually by year 5 and year 6 pupils, teacher feedback, and pupil voice.

### Teaching, Learning and Responding to Questions

Every class has a minimum 45-minute PSHE lesson each week. Our provision is further enriched by schemes such as Schools Linking Project and the Junior Warden Scheme, focus events (Inclusivity Week, Keeping Safe Week, charity events, Children's Mental Health Week, etc), linked topics with other subjects and whole school initiatives such as the Core Value badges, collective worship, celebration assembly, sports days, school trips, playground activities and many more initiatives that support the personal development of our pupils.

PSHE is taught through a range of methods including the use of stories, videos, practical activities, 1-2-1, small group and whole class discussions, debates, independent work, brainstorming, sorting activities, creating posters/leaflets, quizzes and more. Units of learning are organised so that teachers can establish what pupils already know about a topic (baselining), thus allowing for lessons to be tailored to the individual and class' needs and for misconceptions to be addressed. Endpoint assessment may involve pupils revisiting their original baseline piece of work or recreating that piece of work in order to identify progress made. This is a further opportunity to address any misunderstandings, to establish next steps and informs pupil assessment. Pupils may be asked to write down what they would like to know more about in relation to the new topic, so that teachers can plan (intent), resource and deliver (implementation) and have an effective outcome (impact). Learning during lessons is captured in a class Big Book and pupils are able to revisit this at any time.

Whilst teachers follow a planned curriculum, the actual lesson design is not prescribed. Teachers have access to a wide variety of resources, create their own or adapt existing to suit the needs of the group, respond to previous learning/discussions, recent experiences, special needs, cultural backgrounds, age and maturity.

Legislation and the online world are dynamic and it is essential pupils are given correct information. Lessons are kept accurate and up to date by assessing learning materials in advance and accessing latest lessons from online sources rather than relying on previously downloaded versions. Some lessons are written by teachers and in these circumstances the content is fact-checked using reliable and multiple sources. Where a teacher does not know how to answer a question, whether due to vagueness of facts or an issue of sensitivity, this is parked, guidance or factual information sought, and then returned to later – pupils are made aware of this so as not to feel their concern has been dismissed.

#### PSHE in Early Years

In EYFS (Nursery and Reception) the Early Years Foundation Stage Statutory Framework specifies learning outcomes. Those specifically relevant to PSHE are: communication and language, PSED (personal, social and emotional development) and understanding the world. Much learning in EYFS is through play and everyday interactions with peers and adults, however dedicated PSHE lessons also take place weekly. We use the Think Equal initiative to teach social and emotional learning in nursery, giving pupils a strong sense of self, being able to look after themselves and others, being able to communicate, contribute and create and to be critical thinkers. A variety of resources, including those developed by PSHE Association, are used for explicit PSHE teaching in Reception class.

#### External Teachers/Visitors

We use external contributors for specialist subjects, eg HMRC delivering a tax workshop, health consultant delivering RSE lessons and British Red Cross delivering first aid workshops. When using external contributors to deliver aspects of our PSHE programme, we ensure they: are aware of any special educational needs within the group, are briefed on our safeguarding policy, are supported by teaching staff and are informed of any sensitivities within the group (cultural, religious, recent experiences, etc). We monitor and evaluate our choice of visitors by reviewing the session's success with teachers and pupils.

Occasionally, parents or community members are invited to support a lesson, for example to talk about their jobs. In these situations, the teacher is present and is responsible for ensuring discussions are in accordance with this policy and the safeguarding policy.

#### A Safe Learning Environment and Responding to Disclosures

We create a safe and supportive learning environment by establishing ground rules at the beginning of the year and reminding pupils of these frequently, especially at the beginning of more sensitive lessons.

Pupils are expected to listen, think and reflect on their own and others' views, but are not pressured to share in an open forum – there are many ways for pupils to communicate their opinions, questions and learning and each lesson affords them the opportunity to do so comfortably, confidently and safely. Pupils are also aware that they can post

views and questions anonymously (via a discrete class envelope) or speak to staff outside the whole group setting, whether that be the class/PSHE teacher, Teaching Assistant, Pastoral Support Worker or Safeguarding Team. All staff are aware of their safeguarding responsibilities and follow the schools' policy if any concerns arise from discussions.

We use distancing techniques and positive tone and focus to encourage discussion and contribution from all, avoid shock or shame and ensure the safety of all pupils - this is done by including fictional scenarios and planning ways for pupils to respond that relate to the third person rather than about themselves. That said, lessons are designed to be relevant to pupils' experiences or potential experiences, to enable effective reflection and application – eg scenarios may include similar aged children or relate to games they are known to play. Lessons that explore topics such as achievements and interests may invite pupils to think about their own experiences in addition to discussing fictional characters.

### Monitoring, Assessment and Evaluation

The PSHE Subject Leaders are responsible for monitoring and evaluating PSHE. This is carried out through PSHE big book review, pupil interviews, lesson observations and reviewing teachers' assessment of pupil progress. Monitoring ensures that lessons are in line with intended learning objectives, are engaging and purposeful. Recommendations for development and areas of strength are shared with teachers.

Assessment allows pupils to reflect on their learning and for the teacher to reflect on the success of lessons and to establish next steps. Assessment of pupils' progress follows our policy of 'working towards, at expected and beyond' and is recorded half termly based on the units of learning set out below. It reflects how each individual pupils' learning and understanding has progressed from baseline to end of unit and is measured in many ways using a combination of teacher assessment and pupil self- and peer assessment. Pupil assessment is not judged compared to peers or teacher expectations of desired outcomes but based on the individual's progress in knowledge and understanding from their starting point.

### Parents and Other Stakeholders

We are committed to working with parents and carers. The school is well aware that the primary role in children's Relationship, Health and Sex Education lies with parents/carers. We encourage parents/carers to view the school's PSHE policy, consult the school's planned programme (including materials and resources) and make suggestions around tailoring the PSHE programme.

Possible events to support parents/carers:

- Information on the school website and newsletter
- Talking homework
- Worship and celebration assemblies
- Parent workshops
- Displays
- Class PSHE book (available on request)
- Before puberty and sex education lessons and focus events - a letter to parents/carers is sent detailing the topics their children will cover

In addition to the above opportunities for parent/carer involvement, Governors are invited to an annual 'curriculum market' where lesson materials and evidence of activities are on display, and the subject leads available to answer any questions.

Pupils are encouraged to have their say with regard to what is taught in PSHE and, after ensuring statutory requirements and expectations within this policy are followed, teachers endeavour to give time to those issues of key concern or interest to pupils. Pupils are also able to influence how effective lessons are delivered through pupil voice.

In relation to this policy and the arrangements for PSHE within school, parents, Governors and all stakeholders are encouraged to raise any issues or concerns and ask questions. Such concerns or questions should be directed to the Senior Leadership Team who are committed to taking them seriously.

### Special Educational Needs and Disabilities (SEND)

PSHE lessons are inclusive and meet the needs of all our pupils, including those with special educational needs and disabilities through lesson adaptation, differentiation of work, scaffolding materials, adult support and mixed ability groups. All pupils aim for the same learning outcomes, however delivery of these may be adapted to be developmentally appropriate and accessible for all.

This is achieved by anticipating and minimising or removing potential barriers to participation, tailoring input to be developmentally appropriate and providing alternative but parallel activities. Teachers are also aware that pupils with SEND may be more vulnerable to bullying, exploitation or abuse but that they may not clearly communicate where this is happening.

### Sex Education

Sex education (how babies are made) is taught in one lesson during year 6 as part of a 3-lesson programme which also covers human reproduction and puberty. Human reproduction is a compulsory subject within our science curriculum and puberty is compulsory within RSHE. The sex education element is included to dispel many myths and answer questions that these units alone may leave unanswered. These sessions aim to prepare young people for the progression to adolescence, secondary school and adulthood. More information is given in Appendix B.

Parents/carers have a right to withdraw their child from sex education which involves one session in year 6 where human reproduction is explained in more detail from conception to birth, including sexual intercourse, erections and wet dreams. Occasionally, pupils' inquisitiveness raises questions beyond the above. Any such questions are dealt with in an age-appropriate manner and with sensitivity to people's beliefs and maturity whilst endeavouring to alleviate any worries or misconceptions the pupils may have. Where a question has potential to create a discussion inappropriate for the group, pupils are sensitively informed that this is not something we are able to explore within this discussion but should they have any further concerns, parents/carers may be best placed to do so, and that pupils can speak outside of the session with an appropriate adult (eg teacher or PSW) should they so wish.

We encourage all pupils to take part in this valuable sex education session about growing up. Any requests to withdraw should be made in writing to the headteacher, upon receipt of which a face-to-face or telephone meeting will be arranged to ensure parents/carers are fully aware of the lesson content and delivery and have an opportunity to ask further questions before making their decision. These lessons are delivered by a healthcare professional and are entirely appropriate for the pupils in the session. We consider them to be valuable in preparing children for their next stage through discussions which take place in an environment where questions are welcomed and factual information provided. A letter is sent to parents in advance of puberty and sex education lessons.

Prepared by:  
Angela Bromley & Sheridan Young: PSHE Subject Leaders

13 May 2026 - This policy is reviewed periodically in accordance with school timeframes.

# PSHE Curriculum Long Term Plan

Non-statutory 'economic wellbeing and careers'

Non-statutory 'sex education'

Barkisland CE (VA) Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Focus event</i>		<i>Inclusivity Week</i>	<i>Keeping Safe Week</i>			
<b>YEAR 1</b>	<p><b>Making friends: playing and learning together</b></p> <p>This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.</p>	<p><b>Celebrating me, you and our families</b></p> <p>This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.</p>	<p><b>Safety at home</b></p> <p>This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.</p>	<p><b>Mental health and wellbeing</b></p> <p>This unit supports pupils to notice and name different types of feelings and thoughts - and learn simple self-regulation strategies to manage them.</p>	<p><b>Being healthy</b></p> <p>This unit teaches about healthy lifestyles including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.</p>	<p><b>Showing kindness to ourselves and others</b></p> <p>This unit revisits learning about feelings, and explores the importance of kindness.</p>
<b>YEAR 2</b>	<p><b>Money and work</b></p> <p>This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.</p>	<p><b>Mental health and wellbeing</b></p> <p>This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).</p>	<p><b>Keeping safe online</b></p> <p>This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).</p>	<p><b>Me, my body and staying safe</b></p> <p>This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.</p>	<p><b>Keeping safe outside the home</b></p> <p>This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.</p>	<p><b>Looking back and moving on</b></p> <p>Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.</p>
<b>YEAR 3</b>	<p><b>Mental health and wellbeing</b></p> <p>Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.</p>	<p><b>Me, my friends and belonging</b></p> <p>This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.</p>	<p><b>Making choices online</b></p> <p>This unit explores how to protect information online and make choices about online content, including understanding age ratings.</p>	<p><b>Keeping safe out and about</b></p> <p>This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.</p>	<p><b>Building healthy habits</b></p> <p>This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.</p>	<p><b>Looking out for each other</b></p> <p>This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.</p>

<b>YEAR 4</b>	<b>Mental health and wellbeing</b> Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	<b>Forming respectful relationships</b> This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.	<b>Exploring ways to manage risk</b> This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	<b>Positively engaging with our world *</b> This unit explores healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	<b>Money matters and news literacy</b> This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	<b>Families and growing together</b> This unit supports pupils' understanding of diverse family structures, and how families can change.
<b>YEAR 5</b>	<b>Me, my body and growing up *</b> This unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe.	<b>Friendships, stereotypes and bullying</b> This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	<b>Safe connections online</b> This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	<b>Mental health and wellbeing</b> This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	<b>Respecting boundaries</b> This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	<b>Embedding healthy habits and learning first aid</b> This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.
<b>YEAR 6</b>	<b>Managing money and online spending</b> This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	<b>Mental health and wellbeing</b> This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	<b>Developing our AI literacy</b> This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	<b>Drug education: assessing risk and managing influences</b> This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	<b>Looking to the future</b> This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.	<b>Changes in puberty</b> This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. <b>Sex education</b> How a baby is made.

\* These units have been swapped to better suit our children. For lesson plans, please refer to Y5 for the 'Positively engaging...' unit and Y4 for the 'Me, my body...' unit in the PSHE Association Curriculum Model.

Note that units are not necessarily in the same half term as shown on the PSHE Association Curriculum Model - use the unit title to find the appropriate resources.

### Relationship and Sex Education in the National Curriculum Science programme of study.

#### Key Stage 1

##### YEAR ONE

###### Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

##### YEAR TWO

###### Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

#### Upper Key Stage 2

##### YEAR FIVE

###### Living things and their habitats

- Describe the life process of reproduction in some plants and animals
- (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.) Describe the changes as humans develop to old age
- (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

*Joint briefing by the Association of Science Education and PSHE Education (Appendix 4)*

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#### Teaching about puberty

##### **Joint briefing by the Association of Science Education and the PSHE Association**

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer

HMI (OFSTED's PSHE lead) has said:

*"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."*

*"Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."*

The Government's Statutory RSHE Guidance says:

"Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience."

"The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content."

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Relationships and Sex Education (RSE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in RSE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from RSE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

*"Pupils should be taught to describe the changes as humans develop to old age"*

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

*"Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty."*

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.