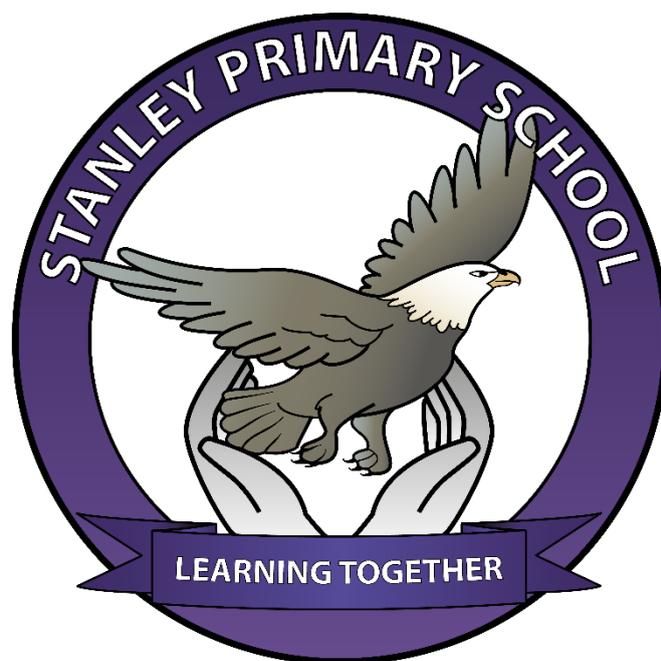


# STANLEY PRIMARY SCHOOL



## Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) POLICY

**Approved by:** Full Governors

**Last reviewed on:** February 2026

**Next review due by:** February 2027

## INTRODUCTION

At Stanley Primary School, we see Personal, Social, Health and Economic Education (PSHE) as the centre of everything that we do; preparing our children for the responsibilities of adult life.

PSHE is an important and necessary part of all learners' education. At Stanley Primary School, we understand the importance of promoting learners' personal development through relationships and health education.

Relationships education puts in place the building blocks needed for positive and safe relationships including with family, friends and online. Our children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age- appropriate way, we will cover how to treat each other with respect, kindness and consideration.

Health education aims to give our children the information they need to make good decisions about their own health and well-being; to recognise issues in themselves and others; and to seek support as early as possible when issues arise.

Primary schools also have the option to decide whether pupils are taught sex education. At Stanley Primary School, we support the DFE's recommendation that all primary schools have a sex education programme that is tailored to the age and maturity of the children. This policy sets out the framework for our relationships, sex and health curriculum and provides information regarding how the curriculum is organised and delivered to ensure that our PSHE curriculum is high-quality and age-appropriate.

This policy complies with The Relationships Education, Relationships and Sex Education and Health Education (England) regulations 2019, made under sections 34 and 35 of the Pupils and Social Work Act 2017. It has due regard to legislation and statutory guidance including the Education Act 2002, Equality Act 2010 and the National Curriculum Science programmes of study for key stage 1 and 2. [Please see our Trust policy on Relationships and Sex Education.](#)

This policy also works in conjunction with the following school policies:

- Synergy Education Trust Relationships and Sex Education Policy
- Child Protection Policy
- Special Educational Needs and Disabilities Policy and Information Report
- Online Safety Policy
- Behaviour to Learn Policy

## AIMS

- to promote the spiritual, moral, cultural and social development of all learners at the school;
- to promote the mental and physical development of all learners including their health and

well-being;

- to prepare learners at the school for the opportunities, responsibilities and experiences of life after school.

# ROLES AND RESPONSIBILITIES

## **Governors Responsibilities:**

The Governing body is responsible for:

- ensuring that an up-to-date PSHE policy is in place;
- ensuring the PSHE policy is made available to parents and for inspection;
- ensuring the PSHE policy and curriculum are in line with the statutory guidance in the National Curriculum;
- ensuring the policy and programme reflect the whole school approach;
- ensuring the policy has been reviewed and evaluated annually.

## **Headteacher Responsibility:**

The Headteacher is responsible for:

- the overall implementation of this policy in school;
- ensuring staff are trained to deliver the requirements of PSHE;
- ensuring that parents are fully informed of this policy;
- discussing withdrawal of pupils from elements of the PSHE programme.

## **PSHE Subject Team Responsibility**

The PSHE team are responsible for:

- ensuring that staff have the necessary skills, confidence, knowledge, support and resources to effectively deliver PSHE sessions;
- leading an annual review of the PSHE policy;
- ensuring that resources used are relevant and appropriate to the ages and needs of the learners;
- leading the evaluation of the PSHE policy and programme.

## **Teaching Staff Responsibilities:**

Teachers are responsible for:

- ensuring they deliver high quality and age-appropriate PSHE lessons in line with the school's PSHE policy and other relevant school policies;
- modelling positive attitudes towards relationships, sex and health education
- contributing to the evaluation of the PSHE programme;
- assessing learner progress against the agreed learning outcomes;
- liaising with the SENDCo in school to identify and respond to individual needs in terms of appropriate content of PSHE lessons for some pupils;
- communicating with parents/carers when appropriate/necessary.

## CONSULTATION WITH PARENTS

Stanley Primary School works closely with parents to ensure we have open communication. Parents play a vital part in enhancing the children's understanding of relationships, sex and health education, therefore we aim to build positive relationships with parents by inviting them to discuss what is going to be taught to pupils and view lesson materials where appropriate. [Please see our Trust Relationships and Sex Education Policy for more information.](#)

## STATUTORY GUIDANCE

The statutory guidance that pupils should be taught by the end of primary school is as follows:

### **Relationships Education Overview**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring Friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online Relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not;
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
  
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- how information and data is shared and used online.

### **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- how to report concerns or abuse, and the vocabulary and confidence needed to do so;
- where to get advice, for example family, school or other sources.

## Health Education Overview

### Mental Wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health;
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- that bullying (including cyberbullying) has a negative and often lasting impact on

mental wellbeing;

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- it is common for people to experience mental ill health. For many people who do,

the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits;
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;
- why social media, some computer games and online gaming, for example, are age restricted;
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;
- where and how to report concerns and get support with issues online.

### **Physical Health and Fitness**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle;
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;
- the risks associated with an inactive lifestyle (including obesity);
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content);
- the principles of planning and preparing a range of healthy meals;
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Drugs, alcohol and tobacco**

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;
- the facts and science relating to allergies, immunisation and vaccination.

## **Basic First Aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary;
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.
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## **Changing Adolescent Body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- about menstrual wellbeing including the key facts about the menstrual cycle.

# **SEX EDUCATION OVERVIEW**

As a school, Stanley Primary supports the DfE's recommendation that all primary schools should have a sex education programme and that it is tailored to the age and maturity of its pupils. We believe it is best taught as part of our PSHE and citizenship curriculum. Our curriculum seeks to

promote the spiritual, moral, cultural, mental and physical development of our pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

At Stanley Primary School all pupils will be taught the aspects of sex education outlined in the primary science curriculum. This includes the teaching about the main external parts of the human body, how it changes as it grows from birth to old age (including puberty) and the reproductive process in some plants and animals.

At Stanley Primary School, we teach pupils sex education beyond what is required of the science curriculum and draw on knowledge of the human life cycle to explain how a baby is conceived and born (Year 6 only). Parents are fully consulted in this process and the age and development of pupils is considered when delivering sex education. Parents have the right to withdraw their children from part or all of it.

## MANAGING DIFFICULT QUESTIONS

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage, and will consider any additional SEND needs in an objective manner - free from personal bias. Consideration will be given to the potential for group discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Pupils are made aware that some information cannot be held as confidential, and understand that if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support. On occasions where an answer to a question may not be appropriate in the school setting, such questions may, if appropriate, be referred on to the child's parents.

## PSHE CURRICULUM OVERVIEW – WHOLE SCHOOL PROVISION

Our PSHE provision plays an essential role in equipping our learners with the knowledge, attitude and skills to stay healthy both physically and mentally; to become imaginative and

informed thinkers about contemporary experiences and world affairs; and to support our learners to become confident, resilient and skilled young adults who feel prepared for life after Stanley Primary School. Our current PSHE model is delivered through various approaches utilising the One Decision scheme of work with support from the PSHE

association. We will have a number of visits to year groups from external guest speakers to enhance the curriculum delivered by our teachers such as the School Nursing Service, Police and Fire service. This encourages children to develop their learning in enquiring skills and assists in equipping them for adult life. We have a number of themed events throughout the year supporting national events such as Internet Safety Day and Anti-Bullying Week.

In Reception, PSHE is integrated throughout the Early Years Curriculum, supporting our children to reach the Early Learning Goals and developing our pupils' personal, emotional and social development.

Much of the curriculum is delivered through oral and practical activities. Where appropriate, pupils will record or investigate their work using a variety of mediums including books and information communication technology. Resources will be selected with sensitivity given to the age, developmental stage and cultural background of the pupils.

We have considered the age and development of our pupils when deciding what will be taught in each year group. The scheme of work provides a progressive curriculum, this means that units of work build upon prior knowledge taught in previous years as the children progress through school. This provides our pupils with a smooth transition to secondary school in terms of their PSHE education.

Through effective delivery of the PSHE curriculum we ensure that the content is delivered in units of manageable sizes through the scheme of work. However, there may be occasions where units will be adapted or enhanced to address issues in a timely way. Classes may be taught in separate gender groups dependent on the nature of the topic being delivered at the time.

***Please see our curriculum overview for details of what is taught in each year group.***

At Stanley Primary School, the emphasis placed on both PSHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Training of staff will be undertaken during staff meetings and team meetings on any updated guidance on the curriculum.

## **SCHOOL VALUES**

The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive relationships are central to our school's values:

**Sensible**  
**Motivated**  
**Aiming High**  
**Resilience**  
**Team work**  
**Enthusiasm**  
**Respect**

## INCLUSION

Pupils are rewarded throughout the year with a variety of positive rewards including green cards and house points when they display school values. The emphasis and importance of our school values is evident throughout the school day at Stanley.

## SCHOOL COUNCIL

The School Council at Stanley Primary School is made up of pupils from Year Groups 3-6 with 2 pupils from each class in each year group. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also co-ordinates some fund-raising activities in school. Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making. A group of children were successful in securing a bid for resources as part of the 'Headstart Resilience Programme' to enhance our junior quad area. The area in the centre of the junior department will contribute to the teaching of PSHE during lunchtimes and during curriculum time.

## POSITIONS OF RESPONSIBILITY

At the start of each academic year, pupils are encouraged to apply for the many roles and responsibilities on offer. Pupils in Year 6 are encouraged to apply for the important leadership positions of House Captains. Pupils can apply for a position of responsibility that reflects their personal interests and allows them to play an active part in the life of their school.

## INCLUSION, EQUALITY AND ACCESSIBILITY

At our school we teach PSHE to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching, we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs. Pupils on the Special Educational Needs Disability register, including those on Health Care Plans along with targeted pupils, may have specific PSHE related targets where a priority is appropriate.

## CURRICULUM LINKS AND EXTRA-CURRICULAR

Relationships, sex and health education are linked closely to the following subjects:

**Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

**PE** – pupils learn how exercise can lead to a healthier lifestyle and actively take part in various physical activities.

**Computing** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely.

At Stanley Primary School, we recognise that the development of the whole child does not stop at 3.15 pm. Through the provision of a wide range of after school clubs, pupils are given the opportunity to develop their personal interests, based on the acquisition of knowledge and skills, in a safe environment.

## **BEHAVIOUR**

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at Stanley School develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

Stanley Primary School strives to promote positive behaviour therefore we have a zero-tolerance approach towards bullying. Any incidents of negative behaviour as a result of the relationships, sex and health education programme, will be dealt with seriously following the school's Behaviour to Learn policy.

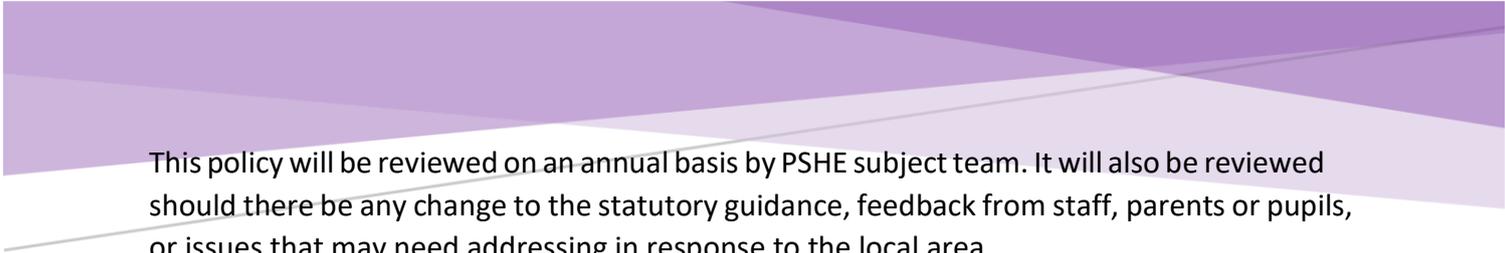
## **SAFEGUARDING**

Teachers will inform the DSL about anything which causes them concern regarding a pupil through the delivery of the PSHE curriculum. These concerns will be handled in line with our Safeguarding Policy.

## **MONITORING THE DELIVERY OF THE PSHE CURRICULUM**

Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leaders and the SLT in Stanley Primary School. The work of the PSHE subject team involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This includes providing reports to the Governing Body regarding the subject.

## **REVIEW OF THE PSHE CURRICULUM**



This policy will be reviewed on an annual basis by PSHE subject team. It will also be reviewed should there be any change to the statutory guidance, feedback from staff, parents or pupils, or issues that may need addressing in response to the local area.

The Governing Body is responsible for approving this policy. Any changes to the policy will be communicated to staff and parents.