Euxton CE Primary School

PSHE and Relationships and Health Education Policy

*'In our Christian family we all **SHINE** in the light of Jesus'*

At Euxton C.E. Primary School, PSHE and Relationships and Health Education (RHE) are rooted in our Christian vision and values. Guided by Jesus' commandment to 'love your neighbour as yourself', we nurture respectful, compassionate and responsible individuals who value themselves and others.

Our curriculum equips children with the knowledge, skills and understanding needed to build positive relationships, stay safe, maintain good physical and mental health, and become active, responsible citizens. Through age-appropriate learning, pupils develop an understanding of healthy relationships, families, online safety, personal boundaries, wellbeing, diversity and respect.

In line with statutory guidance, we provide a carefully sequenced curriculum that prepares children for life in modern Britain and enables them to make informed choices, manage risk, recognise unhealthy situations and seek help when needed. Safeguarding is central to our approach, ensuring pupils know how to protect themselves both online and offline and understand that they always have trusted adults to turn to.

Through a spiral curriculum, children progressively develop resilience, confidence, empathy, critical thinking and responsible decision-making. Our Christian values of Wisdom, Compassion, Humility, Friendship, Peace, Trust, Forgiveness and Hope are woven throughout learning, enabling every child to flourish and SHINE in the light of Jesus.

This policy demonstrates how PSHE and RHE contribute to our statutory responsibilities and support the delivery of a broad, balanced and ambitious curriculum that prepares children for their next stage of education and for life beyond school.

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE) 2025
- Keeping Children Safe in Education 2026
- The Equality Act 2010
- Section 80A of the Education Act 2002
- Section 403 of the Education Act 1996

In primary schools:

- Relationships Education is statutory

- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

PSHE & RHE Curriculum

At Euxton C.E. Primary School, PSHE and RHE are delivered through a planned, progressive and inclusive curriculum that reflects our Christian vision and values and meets the statutory requirements of the Department for Education.

Using the 1decision programme alongside RE, HeartSmart, myhappymind, protective characteristics, British Values and wider curriculum opportunities, children are prepared for the opportunities, responsibilities and experiences of later life. Learning is sequenced and designed to build on prior knowledge.

Teaching is adapted to meet the needs of all pupils, including those with SEND, and is delivered in accordance with the Equality Act 2010. Our curriculum promotes respect, inclusion and equality, helping pupils to understand and value diversity while recognising the importance of respectful relationships and appropriate boundaries.

Lessons are taught within a safe, supportive and respectful learning environment where children are encouraged to ask questions, express views and engage in discussion. Teachers use appropriate resources and distancing techniques, such as scenarios and case studies, to ensure sensitive topics are explored in an age-appropriate manner.

Safeguarding underpins all aspects of PSHE and RHE. Children are taught how to recognise risk, seek support and report concerns. Staff respond to questions and disclosures in line with school safeguarding procedures and maintain professional boundaries at all times.

Through high-quality teaching and positive role modelling, children develop the knowledge, skills, confidence and character needed to flourish as healthy, respectful and responsible members of society.

Relationships Education

At Euxton CE Primary School the teaching of Relationship's Education is grounded in our school's vision statement of "Shining in the light of Jesus'. In our relationships we strive for excellence and are inspired by Jesus's life, shaping and moulding our interaction with others around us. The policy is firmly founded on Christian moral and spiritual values, and is linked to the school's policies and schemes for R.E, P.S.H.E. and Science. It should be read in conjunction with these policies.

As a church school, we teach not only the value of these principles, but also offer an environment where Christian values are lived and practised:

• Equips pupils with the skills, knowledge and vocabulary to keep themselves and others safe, both offline and online

• Promotes positive, healthy and respectful relationships, grounded in Christian values and British values

• Develops pupils' confidence to communicate feelings, set boundaries, seek help and show respect

• Supports safeguarding by helping children recognise unsafe or abusive behaviour and understand how to report concerns

• Uses accurate and age-appropriate terminology for all body parts, including genitalia, to reduce stigma and support safety

• Pupils are taught from an early age to respect themselves and others.

They are given accurate information. This will enable them to understand difference and to remove prejudice.

• Human sexuality is a gift from God and finds perfect expression within loving lifelong marriage.

• Traditional Christian marriage is promoted as the fundamental building block of society and of family life and as the proper context for the nurture of children.

• Pupils have a right to develop without being subject to any physical or verbal abuse about sexual orientation or to the encouragement of sexual activity. Life long human friendships are an important gift and should be honoured and treasured.

All the Relationship Education will be taught within the context of relationships, our changing world, growth and change, emotions and feelings, personal safety.

PSHE & Relationships, Sex & Health Education (RSHE) September 2026 Aims for Relationships, Sex and Health Policy Sex and Relationships Education is part of the wider responsibility of the school to help individuals to develop following the example of Christ.

It is an integral part of the wider school policy to promote in our pupils :

1. a positive and secure personal identity, and sense of their own value.

2. an attitude of respect and concern for others; founded on Christ's example of self-giving love.

3. an acceptance of those who differ, yet a challenge to those behaviours and attitudes which exploit others and do not reflect Christian values.

4. reconciliation and forgiveness.

At Chorley St James' the RSE programme aims to :

• Prepare children for, and to enable them to cope with, the changes to their bodies, instincts and feelings, as they enter puberty, and to understand the changes to the bodies, instincts and feelings.

• Provide information which is clear and appropriate to pupils' age and maturity; to offer an acceptable and accurate vocabulary for discussing their bodies.

• To teach in such a way as to promote a sense of personal value and self-respect in all children irrespective of their family, religious or cultural background.

Relationships Education By the end of primary school, pupils will know:

• What positive, respectful and loving relationships look like, including friendships, family relationships and relationships with other children and adults

• That families can take different forms and all of which should be treated with respect PSHE & Relationships, Sex & Health Education (RSHE) September 2026

• How to recognise bullying, abuse, harassment and unsafe behaviours, including online harm

• How to stay safe online, including understanding privacy, passwords, age restrictions, scams, online gaming risks and respectful online communication

• The importance of kindness, forgiveness, honesty, service and compassion, rooted in Christian teaching

EYFS curriculum

One of the prime areas is Personal, Social and Emotional Development. PSED is fundamental to supporting children's development in all areas of learning. The key learning linked to PSED for Reception class is:

• Self-Regulation

• Managing Self

• Building Relationships

KS1 & KS2 curriculum

The following topics are covered:

• Keeping / staying safe

- Being responsible
- Feelings and emotions
- Keeping / staying healthy
- Relationships
- Computer safety
- World without judgement
- Our world / The Working World
- Fire safety
- First Aid

(Please see PSHE curriculum overview on the school website)

Curriculum delivery

PSHE and RHE curriculum is delivered weekly across the academic year using the 1decision programme, ensuring consistent and age-appropriate coverage for all pupils.

- Meets statutory Relationships and Health Education requirements

- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

RHE is taught regularly and reinforced through cross-curricular links, including:

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes

Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns or wellbeing issues.

Inclusion, SEND and Equality

PSHE and RHE is delivered in line with the Equality Act 2010 and promotes respect for difference and diversity. Teaching is inclusive and reflects the needs of all pupils.

For pupils with special educational needs or disabilities (SEND), the PSHE and RHE is adapted to ensure accessibility by:

- Using clear and consistent language and visuals
- Breaking learning into smaller steps
- Providing additional scaffolding or repetition
- Considering pupils' emotional and developmental needs

Safeguarding and Safe Learning Environment

The curriculum is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately.

To support this:

- Ground rules are agreed with pupils at the start of PSHE lessons to promote respect, confidentiality, and appropriate discussion
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences
- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Personal disclosures are not encouraged during lessons, and pupils are reminded that sensitive concerns should be shared with a trusted adult
- Children are signposted to trusted adults and support systems within the school for further help or discussion

All teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising from PSHE lessons are handled in line with the Safeguarding and Child Protection Policy.

Roles, Responsibilities and Staff Training

Leadership and Governance

- The Headteacher has overall responsibility for PSHE and RHE provision
- The Governing Body approves this policy and monitors its implementation
- The PSHE/RHE Lead oversees curriculum planning, progression, and staff support

Teaching and Support Staff

Staff delivering RHE:

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

Staff Training

Staff involved in the delivery of RHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs.

Parental Engagement and Communication

We value open and transparent communication with parents and carers and recognise the important role they play in supporting their child's PSHE and RHE learning. The school works in partnership with parents and carers to ensure PSHE and RHE is delivered in a clear, sensitive, and age-appropriate way.

The school will:

- inform parents and carers about the PSHE and RHE curriculum, including the themes covered and how learning is delivered
- provide opportunities for parents and carers to view curriculum content
- respond to questions, feedback, or concerns in a timely, respectful, and supportive manner
- offer discussion with appropriate members of staff where further clarification or reassurance is needed

There is no right of withdrawal from Relationships Education or Health Education.

Monitoring, Evaluation and Review

The curriculum is monitored and evaluated to ensure it remains effective, relevant, and responsive to childrens' needs. Monitoring focuses on the quality of provision, pupil understanding, and the impact of learning over time.

This includes:

- **Pupil voice**, gathered through discussion, reflection activities, and feedback, to understand pupils' experiences, confidence, and understanding of PSHE and RHE themes. Pupil voice is used to inform curriculum development and ensure learning reflects pupils' needs and lived experiences.

- **Assessment and progress tracking**, using age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations. Assessment information is used to identify strengths, gaps in understanding, and areas requiring reinforcement.

- **Teacher reflection**, where staff review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary.

- **Leadership monitoring**, including curriculum reviews, lesson visits where appropriate, and scrutiny of planning and assessment information to ensure consistency, progression, and statutory coverage across the school.

Monitoring and evaluation of PSHE and RHE takes place on a planned and regular basis and is led by the PSHE/RHE Lead, with oversight from senior leaders. Findings from monitoring activities are used to inform curriculum review, staff training, and future planning, ensuring continuous improvement.

Links to Other Policies

This policy should be read alongside the following:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy

This PSHE and RHE policy has been developed by the school's senior leadership team in consultation with the PSHE/RHE Lead and with reference to statutory guidance and safeguarding requirements. Where appropriate, the views of staff, parents and carers, and pupils have been considered to inform the content of the policy.

The policy is approved by the Governing Body and is reviewed annually, or sooner if statutory guidance or local circumstances change.

As part of the review process, the school will:

- review updates to statutory RSHE guidance and related safeguarding documentation
- consider feedback from pupils through pupil voice activities
- seek feedback from staff involved in the delivery of PSHE and RHE
- provide parents and carers with opportunities to view the policy and submit feedback, in line with consultation requirements
- make amendments where necessary to ensure the policy remains relevant, compliant, and responsive to pupils' needs
- Following review, any significant changes to the policy will be shared with parents and carers.

Awaiting approval due: November 2026
Review date: Autumn 2027