



# Personal, Social, Health and Economic Education (PSHE) Policy includes Relationship, Relationships and Sex Education (RSE) and Health Education

## Hayward's Primary School



Written by:

School-based policy

Signed:

Approved by Governors:

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Spring 2026

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# Personal, Social, Health and Economic Education (PSHE)

## Rationale

We recognise the challenge that our pupils face growing up in an increasingly complex world, in particular with the challenges that they face in the online world. We want our children to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We want our children to grow up happy and with an awareness of how to manage themselves and their interactions with other people in a positive way. Helping young people to understand their feelings about money, financial decisions, careers and the economy is also a vital part of preparing them for adult life, with clear links to health outcomes and relationships.

This policy sets out how we do this at Hayward's Primary School. This policy has been shared and discussed with parents at our parents' forum meeting and in discussion with school governors.

Our PSHE curriculum has been mapped to cover the content over the course of a child's journey through school and revisits themes as they move through the school.

Our PSHE curriculum can be found by clicking [here](#)

The Relationship and Health education elements are compulsory for all children. Other aspects of PSHE, including Sex Education are not compulsory, but recommended and we at Hayward's have decided to include this in our provision. Parents and carers do have the right to withdraw from some of these elements with permission of the Headteacher and a discussion with the Headteacher should be requested if this is desired.



## The Law

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

## **Children from different faiths**

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects. We take care to ensure that the religious background of all pupils is taken into account when planning the teaching and delivery of PSHE at Hayward's. We want to ensure that topics are appropriately and sensitively handled with an awareness of the beliefs of all children. In our school, teaching should reflect the law, including the Equality Act 2010, as it applies to relationships, so that our young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

## **Delivery of the Content for Children with SEND**

It is a statutory obligation to ensure that the PSHE at Hayward's meets the needs of all children, including those with SEND. Teachers will use their professional judgement to adapt materials, ensuring that the content can be accessible to all. This might be in terms of;

- Delivery of material
- Preparation of materials which will help with understanding
- The venue where material is to be delivered
- The size of the group that the material is delivered to.
- Choosing to deliver some content at different times to their peers.

Teachers will work with the Inclusion Lead to ensure that this is taken account of.

With regards to the delivery of the discrete Relationship, Sex Education (RSE) programme, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs, arising from their SEND, into account when making a decision about whether a pupil is included and which programme is followed.

## **Relationship, Relationships and Sex Education (RSE) and Health Education**

Relationship and Health Education are the statutory content of the PSHE curriculum.

### **Relationship Education at Hayward's**

Relationship Education at Hayward's teaches the fundamental building blocks and characteristics of positive relationships. We recognise the importance that positive relationships have, and their immense importance for an individual's long term mental health and well-being.

Our Hayward's Heroes are integral to our PSHE curriculum, with their key message/learning reinforced in the classroom, through whole school assemblies and in interactions around the school community. Our Heroes are designed to highlight positive character traits and positive personal attributes. We want our children to develop these values as they move through primary school, putting them in a good position to be successful when they go to secondary school. Children are allocated to a hero team when they first arrive at Hayward's. Through hero days (and their day-to-day lessons) the children learn what these values mean. Each term a specific hero is featured: teachers highlight the heroes' personal attributes and link this to pupils' behaviour.

Through our relationships education, we help children understand what a relationship is, what friendship is, what family means and who the people are who can support them. We want children to develop lasting relationships which they can enjoy through primary school and into the future. From the outset, we talk explicitly about the features of a range of healthy friendships, family relationships and other relationships which young children are likely to encounter both inside and

outside of school. We help the children to apply these principles in the online world also. We address online safety and appropriate behaviour in a way that is relevant to pupils' lives. This teaching takes place in PSHE and in IT sessions. We help children understand the importance of how information and data is shared and used in all contexts, including online.

We teach children important learning behaviours which will benefit them inside and outside of the classroom, including how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. They learn the importance of establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

When addressing family, we carefully draw on our knowledge of pupils and their circumstances. We recognise and actively promote that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Alongside positive relationships, as part of our work in PSHE, we teach the children what an unhealthy relationship looks like and what they should do if they come across these, including the importance of who to talk to in these situations. This will ensure the safety and well-being of our children, and to ensure that children can safeguard themselves both inside and outside of school.

We support our children to recognise and to report abuse, including emotional, physical, online and sexual abuse. We help children, both in class and through outside agency work to be 'Safe, Strong and Free' and to know how and when to say no. We also support children in understanding the importance of respecting someone else when they say "no". We provide children with the tools in order to recognise when someone is doing something that makes them feel unhappy or uncomfortable and to understand what they do in these situations.

In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

## **Health Education at Hayward's**

At Hayward's we help our children to learn the characteristics of good physical health and mental wellbeing. We help children see the importance of positive mental health and the impact that this has. We provide a range of opportunities, and encourage children to seek out, which help children achieve success and to make them feel positive about themselves. Through our day-to-day interactions we help children to consider the benefits of hobbies, interests and participation outside of school. We support children in seeing the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

We teach children the benefits and importance of daily exercise, good nutrition and sufficient sleep. We support this through our commitment to provide two PE sessions per week, alongside providing a range of activities which can promote this during break and lunchtimes. PE lessons reinforce the importance of making positive lifestyle choices and positive relationships.

We help children to understand the normal range of emotions that everyone experiences, to recognise what they look like and how it feels. We model, encourage and support children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. We help children to develop particular techniques to calm themselves that work effectively in

a range of situations. Where required, this is reinforced through focused work with our skilled pastoral and mental health support leads.

By reinforcing and making clear the benefits and characteristics of good health and wellbeing we address issues including isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing. We help children to know what to do if they are feeling this and the support that is available to them. We also address the importance of children managing their time online, avoiding the excessive use of electronic devices. We help them to see why social media, computer games and online gaming have age restrictions, equipping them to manage common difficulties encountered online.

## **Relationship and Sex Education at Hayward's (RSE)**

Hayward's have taken the decision, in conjunction with governors and parents, to deliver a Relationship and Sex Education (RSE) Programme for all of our children. It has been designed to take account of the age, physical and emotional maturity of our pupils. The development of this policy has been through consultations with parents, health workers, experts in RSE education and teaching staff. Annually we provide parents with the opportunity to view the materials before they are shown to the children

The programme ensures that:

- Both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.
- Children understand positive relationships as outlined in the Relationships and Health curriculum.

Hayward's takes a zero tolerance approach towards discrimination in all its forms, including LGBTQ+ (Lesbian, Gay, Bisexual, Transgender and Questioning or Queer) and will follow the school's behavior policy when incidences occur. Details of the incident will be recorded on CPOMS and will be followed up robustly by the headteacher or a member of the SLT. Where necessary, the incident will be referred to the local authority.

Parents will be written to in advance of the sessions to enable them to view the materials for their child's year group. Linking in with the Relationships teaching in our RSE policy, through the Sex Education Programme, we want to reinforce the importance of relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents, members of a family and sexual partners. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation. Our programme of sex education respects religious, moral and cultural viewpoints.

We follow a scheme from the Christopher Winters Project. The programme is designed to build upon (and revise) previous learning as the children work through the school. Teachers are encouraged to adapt the teaching materials to meet the developmental needs and maturity of their class.

Our Sex Education Programme at Hayward's Primary School will:

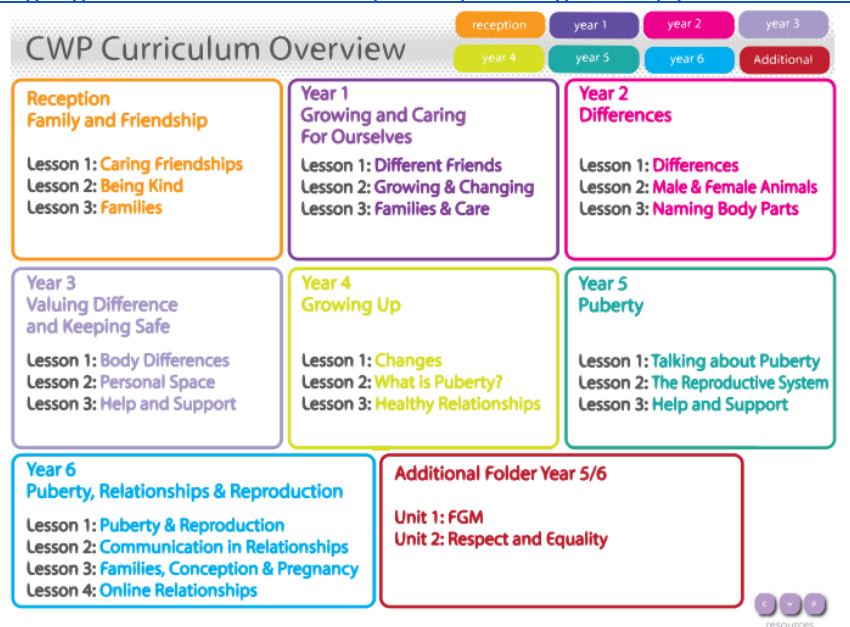
- provide an acceptable vocabulary for all parts of the male and female bodies and their functions;
- counteract myth and folklore;
- explain the nature of human reproduction using age-appropriate language;
- stress the value of family life (widely defined) and the importance of proper care and nurture;
- help children to understand that they have rights and control over who touches their bodies;
- enable children to understand the danger from people that they know and strangers and help them to develop strategies to resist such situations;
- help children understand and communicate about forthcoming changes in puberty;
- provide explanations and reassurances about these physical and emotional changes and help children to adjust to them;
- Help give home and school a common vocabulary to talk about puberty and the body;
- answer awkward questions honestly and frankly, whilst reserving the right to refer age-inappropriate questions to parents or guardians;
- help children to be aware of the importance of personal hygiene;

As a result of the culture that we create in our classes, we will foster an atmosphere where children can be comfortable about asking questions about sexuality, sexual relations and reproduction.

## Content of our RSE Programme

Sex Education will be taught in the RSE and Science curriculum throughout the school using the Christopher Winters Project. The content can be further explored here:

<https://drive.google.com/file/d/1vxEo8oay6cSVqG6PZ3qxIoL26yqAhx17/view?usp=sharing>



In addition, Upper Key Stage Two (Yr 5/6) will recap on year 4 work. They will also use a combination of the Christopher Winter Project resources, BBC “Growing Up” programme and the Reproduction, “Sex and Relationship Education for ages 9-11 programme”. The children will look at the physical and emotional changes at the onset of puberty/menstruation and the development of relationships. They will also look at images of sex portrayed by the media, including social media and online and begin to have an understanding of contraception. It is also during this time that specialist support of the School Nurse is used whenever possible to provide expert knowledge and information to the children and where necessary, families.

In Upper Key Stage 2, there will be an opportunity for girls to talk to a female member of staff (and boys to talk to a male member of staff) during the course of this unit of work. Whenever possible, health professionals, especially the school nurse will work in partnership with the school and may come into school to discuss issues with the children.

Hayward’s Primary School also uses the charity Devon Child Assault Prevention (CAP) to teach all the adults their ‘safe, strong and free’ message. This has included training for children around sexual abuse, understanding their body is theirs and no one else’s, and a safety scream.

## Our Approach to answering difficult questions

Members of staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils’ questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be

addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. At Hayward's a question box is available in Key Stage Two where the children can 'post' questions that will be responded to individually.

## **Assessment**

Assessment is an ongoing process within PSHE. Assessment for learning informs teaching approaches and content which is linked to the key objectives. We assess the class against the yearly objectives contained in the PSHE curriculum. The class is rated using the school RAG rating policy for the challenge curriculum to assess how well they have covered content and any specific successes from children are initialled in the Report on the Remarkable (RoR). The PSHE objectives can be clearly linked to this curriculum. Where required, additional intervention and support will be provided for groups/individuals, with support from Teacher, SENDCO, Pastoral Leaders and Mental Health Support Leads where possible.

## **Right to Withdraw from Sex Education**

As sex education is not compulsory to pupils in primary education, parents have the right to request that their child be withdrawn from some or all of the sessions for their year group. The headteacher will automatically grant a request to withdraw a pupil from any sex education, other than as part of the Science or Relationship and Health Curriculums. With children with SEND, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs, arising from their SEND, into account when making this decision.

Where a pupil is excused from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **Monitoring the Policy**

### **The governing body**

The governing body approves the policy, and holds the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that PSHE and sex education are taught consistently across the school, according to the policy, and for managing requests to withdraw pupils from non-statutory components of PSHE. As part of the Headteacher Reports to governors, there will be updates on the effectiveness of our approach.

### **PSHE Co-ordinator**

Our PSHE Co-ordinator will monitor the delivery of the PSHE curriculum. This will be through planning support, lesson observations, learning walks and work scrutinies.

### **Staff**

Staff are responsible for:

- Delivering the PSHE in a sensitive way
- Modeling positive attitudes
- Set up a culture in their classroom where sensitive issues can be discussed maturely
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE
- Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat

others with respect and sensitivity in keeping with the Hayward's Hero qualities.