

Plaistow Primary School

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



This policy has been reviewed by Governors

Signed by: Donna Occleshaw

Chair of Quality of Education Committee

Signed by: Dean Benoit

Head Teacher

Date: Autumn 2026

Date of Next Review: Autumn 2027

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

Definitions, rationale and ethos

This policy covers Plaistow Primary School's approach to Personal, Social, Health and Economic (PSHE) education, including statutory Relationships Education and Health Education, and our provision of Sex Education. Our PSHE and RSE curriculum is fully aligned with the PSHE Association Programme of Study, ensuring a comprehensive, progressive and age-appropriate curriculum that meets both statutory requirements and best practice.

By law, primary schools are required to teach relationships and health education, alongside the national curriculum for science and within the context of safeguarding.

At Plaistow Primary School, we define **Personal, Social, Health and Economic (PSHE) Education** as learning about personal wellbeing, emotional development, relationships, health, safety, and understanding life in the wider world. PSHE is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

In line with Department for Education (DfE) statutory guidance, all primary schools must teach Relationships Education and Health Education. At Plaistow Primary School, Relationships and Sex Education (RSE) is delivered through our wider PSHE curriculum.

We define **Relationships Education** as learning about families, friendships, respect, equality, consent, online relationships and keeping safe. Relationships Education is statutory and all pupils are expected to take part in these lessons. Children cannot be withdrawn from Relationships Education or Health Education.

At Key Stage 1 and 2, the **National Curriculum for science** includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age (including puberty), as well as sexual and asexual reproduction in mammals and plants. It also includes aspects of health education and how to keep our bodies safe and healthy. The national curriculum content for science is located here: [Science programmes of study: key stages 1 and 2 - GOV.UK](#)

We define **Sex Education** as learning beyond the National Curriculum for science about conception and birth, delivered in an age-appropriate and sensitive way. Sex Education is non-statutory at primary level. In addition to the statutory requirements, Plaistow Primary School has chosen to teach age-appropriate sex education in Year 6 to support pupils in preparing for the physical and emotional changes associated with growing up and transition to secondary school.

Our school ethos is based on inclusion, respect, resilience and aspiration. We aim to develop confident, respectful and responsible individuals who are prepared for life in modern Britain. We believe that PSHE and RSE are essential in supporting pupils to develop the knowledge, skills and understanding needed to build positive relationships, stay safe, respect themselves and others, and make informed decisions throughout their lives.

We ensure that PSHE and RSE are inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND), by adapting teaching appropriately to meet pupils' age, stage of development and

individual needs. Teaching and resources are carefully selected to reflect diversity and challenge discrimination, prejudice and stereotypes.

The aims of our PSHE and RSE programme are to:

- promote pupils' wellbeing and mental health
- develop knowledge of relationships, health and safety
- build essential life skills such as communication, resilience and decision-making
- foster respect, equality and diversity

The intended outcomes of our PSHE and RSE programme are that pupils will:

- know and understand how to form safe, healthy and respectful relationships
- understand their right to feel safe, valued and respected
- understand their responsibilities towards themselves and others
- develop the skills of communication, resilience, help-seeking and critical thinking
- develop attributes such as empathy, confidence, respect and self-awareness.

Roles and responsibilities

Responsibility for the PSHE and RSE policy at Plaistow Primary School ultimately lies with the governing body. Governors are involved in the development and review of the policy and ensure that the school fulfils its statutory duties relating to Relationships Education, Health Education, safeguarding and equality.

This policy was produced by the PSHE Lead in consultation with staff, pupils, parents, carers and governors. Strategic oversight of PSHE and RSE provision is provided by the Senior Leadership Team and governing body.

The Governing Body is responsible for ensuring that the school fulfils its statutory duties and that this policy is reviewed and monitored appropriately.

The Headteacher is responsible for ensuring that this policy is implemented effectively, that staff are appropriately supported and trained, and that parents and carers are informed about the school's PSHE and RSE provision.

The PSHE Lead is responsible for curriculum development, monitoring and evaluation, staff support, and ensuring that teaching is consistent with statutory guidance, the PSHE Association Programme of Study, and the school's values and safeguarding procedures.

Class teachers are responsible for delivering PSHE and RSE through the wider PSHE curriculum. All staff delivering PSHE and RSE are expected to teach in line with this policy, use agreed curriculum materials and language, and maintain professional boundaries at all times.

Teaching staff receive training and guidance to support safe and effective PSHE and RSE delivery, including safeguarding responsibilities, handling sensitive questions, responding to disclosures, inclusive practice, supporting pupils' emotional wellbeing, and developing understanding of healthy relationships. Training may include PSHE Association CPD and resources, safeguarding and RSE updates, and internal curriculum development sessions.

External visitors and agencies may be used to enrich learning where appropriate. We ensure that all contributions are carefully planned and linked to the curriculum, that materials are reviewed in advance, and that all safeguarding procedures are fully followed.

Engaging parents, carers and other stakeholders

We recognise that PSHE and RSE are most effective when delivered in partnership with parents and carers.

Parents and carers are informed about our provision through the school website, curriculum overviews, and meetings and workshops. We are committed to transparency and openness in our approach. Parents can view curriculum materials on request, discuss any concerns with staff, and receive guidance to support learning at home.

We notify parents and carers in advance before teaching any sex education content. Pupils also contribute to curriculum development through pupil voice, ensuring that teaching reflects their needs and experiences. Governors are involved in the development and review of this policy, ensuring appropriate oversight and accountability.

Policy links

This policy supports and complements the school's policies linked to:

- Safeguarding and Child Protection
- Behaviour
- Anti-bullying
- Equality and Diversity
- Online Safety

Curriculum Design

Our PSHE and RSE curriculum is structured around the PSHE Association Programme of Study, ensuring a spiral and progressive curriculum that revisits key themes and builds pupils' knowledge, skills and understanding over time. We have embedded the Department for Education's guiding principles for Relationships, Sex and Health Education within our curriculum design to ensure that learning is age-appropriate, inclusive, relevant and responsive to the needs of our pupils.

Our RSE programme is an integral part of our whole-school PSHE education provision and is planned and delivered through regular PSHE lessons, assemblies, themed events and wider curriculum opportunities. Learning about PSHE and RSE also links to and complements other curriculum areas, including Science, Religious Education, Computing and PE.

We ensure that PSHE and RSE are matched to the needs of our pupils by using pupil voice, safeguarding considerations, local context and school data to inform curriculum priorities and content. We ensure an inclusive curriculum by adapting teaching appropriately for all learners, including pupils with SEND, and by carefully selecting resources that reflect diversity and promote equality, respect and inclusion.

The aim of our PSHE and RSE curriculum is that pupils will:

- **know and understand** key concepts related to health, relationships and society
- **develop skills** such as communication, critical thinking and emotional regulation
- **build attributes** such as resilience, empathy and respect

In Years 1 and 2, pupils focus on feelings, friendships, basic safety and healthy habits.

In Years 3 and 4, pupils develop understanding of emotions, puberty, relationships and personal responsibility.

In Years 5 and 6, pupils explore more complex relationships, online safety, puberty and preparing for change.

Relationships Education is taught throughout all year groups and includes learning about families and relationships, respect and equality, online safety and keeping safe.

Sex education (non-statutory) is taught only in Year 6 and focuses on conception and birth, delivered sensitively and in an age-appropriate manner. Where mixed-age classes are taught, such as Year 5/6 classes, pupils will be taught in separate year groups where appropriate to ensure that learning is matched to pupils' age, stage of development and curriculum entitlement.

Teaching and Learning

PSHE is taught using a range of active learning approaches, to develop knowledge, skills and attributes:

- discussion and debate
- role play and scenarios
- collaborative learning

We ensure that teaching is inclusive, respectful, accurate and up to date, with positive messages consistently emphasised throughout lessons. Sensitive topics are explored safely and appropriately through the use of distancing techniques, such as scenarios and case studies.

We promote help-seeking behaviours and support pupils in developing their own values, attitudes and understanding.

Lessons are differentiated to ensure that all pupils can access the curriculum and make progress from their individual starting points. An overview of learning in each year group is available through the school's PSHE long-term plan.

Assessment in PSHE and RSE focuses on pupils' knowledge, understanding and skills development. Learning is assessed through discussion, pupil reflection, teacher observation and ongoing formative assessment.

Timetabling

Teaching is delivered through weekly lessons, which ensures there is sufficient time for knowledge and skills to be embedded.

Alongside these lessons, learning may be enriched through themed days, assemblies and external speakers.

Establishing a safe learning environment

We establish a safe learning environment by:

- setting clear ground rules
- promoting respect and inclusivity
- ensuring all pupils feel valued

Teaching is adapted to meet the needs of all pupils and support is provided for vulnerable pupils in line with safeguarding procedures.

Responding to questions

Pupils are encouraged to ask questions, including anonymously.

If a question relates to sex education content that is not covered within the school's curriculum, or from which a pupil has been withdrawn, teachers will respond in a factual, age-appropriate and professional manner, in line with this policy and the school's safeguarding procedures. Staff will not provide detailed explanations beyond the agreed curriculum content, share personal opinions, experiences or beliefs, or engage in discussions that are not appropriate to the age and stage of the pupils present.

Teachers are expected to use agreed school terminology and curriculum materials when responding to sensitive questions. Where appropriate, staff may acknowledge a question without answering it fully in the classroom, and instead encourage pupils to discuss the matter with a parent or trusted adult. If a teacher is unsure how to respond to a question, they should defer the response and seek guidance from the PSHE Lead, Senior Leadership Team or Designated Safeguarding Lead before providing further information.

All staff delivering PSHE and RSE are expected to maintain professional boundaries at all times. Any response that is inconsistent with the school's curriculum, safeguarding expectations, equality duties or professional standards will be addressed through the school's monitoring and staff conduct procedures.

Responding to disclosures

Due to the sensitive and discussion-based nature of PSHE and RSE lessons, pupils may sometimes make disclosures about their wellbeing, relationships or safety. This may happen because pupils feel safe within the classroom environment or because lesson content prompts reflection on their own experiences.

In line with *Keeping Children Safe in Education* (KCSIE), all staff delivering PSHE and RSE have a duty to respond appropriately to any safeguarding concern. Staff must never promise confidentiality and should make clear that information may need to be shared to keep a child safe.

If a disclosure is made, staff should listen calmly, avoid asking leading questions, reassure the pupil, and report the concern without delay to the Designated Safeguarding Lead (DSL), following the school's safeguarding procedures and Newham safeguarding guidance.

Where a disclosure is made publicly during a lesson or in front of other pupils, staff should respond sensitively and professionally, avoid further public discussion, and take appropriate steps to protect the dignity and privacy of the pupil while ensuring the lesson can continue safely for the rest of the class.

Openness and engagement with parents and other stakeholders

We recognise that PSHE and RSE are most effective when delivered in partnership with parents and carers. We are committed to openness, transparency and positive communication to ensure that families understand the purpose and content of the curriculum and feel confident in supporting their children's learning.

Parents and carers are informed about the PSHE and RSE policy through:

- the school website
- curriculum overviews
- meetings and workshops
- newsletters and wider school communication

The policy is available to parents on request and is reviewed regularly in consultation with staff, governors, parents, carers and pupils.

We work closely with parents and carers to ensure they are fully aware of what is being taught and why it is important. Parents are encouraged to discuss any questions or concerns with the school.

To support openness and transparency:

- parents and carers may request to view curriculum materials used to teach PSHE and RSE
- parents are notified in advance before teaching non-statutory sex education content in Year 6
- additional guidance and support may be provided to help families continue discussions at home

Governors contribute to the development and review of the PSHE and RSE policy and are kept informed about curriculum developments and statutory guidance through regular updates and monitoring activities.

Pupil voice is an important part of curriculum development. We gather pupils' views through class discussions, pupil feedback, school council and pupil voice activities. This helps ensure that our PSHE and RSE provision remains relevant, inclusive and responsive to the needs of our school community.

Right to withdraw from sex education

In line with Department for Education (DfE) guidance, **sex education** is not compulsory in primary schools, although schools are encouraged to teach age-appropriate sex education, typically in Year 5 and/or Year 6. At Plaistow Primary School, sex education is taught in Year 6.

Parents and carers have the right to withdraw their child from some or all sex education taught outside of the National Curriculum for Science. There is no right to withdraw from Relationships Education or Health Education, as these subjects are statutory.

Any request to withdraw a child from sex education should be made in writing to the Headteacher. The school will discuss the request with parents and carers to ensure they are fully informed about the content and purpose of the programme, including the distinction between statutory and non-statutory content.

Where a pupil is withdrawn from sex education, the school will ensure that they receive appropriate, purposeful and supervised alternative education during the period of withdrawal.

Monitoring, reporting and evaluation

The school's PSHE and RSE provision is monitored and evaluated by the PSHE Lead, Senior Leadership Team and governing body through regular monitoring activities, including learning walks, curriculum reviews and staff discussions. Findings are reported to governors as part of the school's wider curriculum monitoring and evaluation processes.

Pupil voice plays an important role in adapting and improving the curriculum. Feedback gathered through discussions, surveys and pupil voice activities is used to review and amend planned learning to ensure that PSHE and RSE provision remains inclusive, engaging and responsive to the needs of pupils.

Consultation with parents took place in the Summer Term of 2026.