



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

Nominated Lead Member of Staff: Karen Lowrey *Deputy Headteacher*

Status & Review Cycle: Statutory/Annual

Last reviewed: January 2026

Next review: January 2027

Vision

At Southbourne Juniors, our vision for PSHE and RSE is the development of a 'Curriculum for Life': a programme which goes far beyond the statutory requirements and equips children to meet the many challenges and opportunities they will experience through life's journey.

We strive for a curriculum where pupils not only learn the knowledge, skills and attributes they need to grow up as healthy individuals, but also develop a sense of their own moral compass, enabling them to be in control of their own choices as agents in their own lives.

The core themes of PSHE (diversity, British values, online safety, wellbeing and financial education) to name but a few, spiral through our curriculum from year 3 to year 6. Revisiting concepts ensures that our pupils know and remember more, so the knowledge sticks and they can apply their learning as they navigate the many moral, social and cultural issues they will face in this complex world, both online and offline, now, in their teenage years and beyond.

Since PSHE incorporates the development of the whole child, learning does not just take place through the taught curriculum, but through all aspects of school life underpinned by our ethos, vision and values. Our school community serves to act as a miniature world where pupils practise and appreciate what it means to be a positive member of a diverse and multicultural society, making successful relationships with people from all walks of life. Through PSHE, we teach about equality in two ways. Firstly by providing opportunities for pupils to develop skills and strategies to challenge issues of prejudice and discrimination, and secondly, ensuring our PSHE programme itself has an equalising effect, allowing every child access to teaching about things that matter to every human being.

Our PSHE and RSE curriculum is about the present and the future: constantly evolving to respond to the needs of pupils in an ever changing world and supporting pupils not only to build a successful future for themselves, but to lead the future for the human race and the society of tomorrow.

Statutory Requirements

At Southbourne Junior School, our Personal, Social, Health and Economic (PSHE) education follows the statutory Relationships, Sex and Health Education (RSHE) guidance introduced in 2020. This guidance is set out under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

From September 2026, our PSHE curriculum will align with the updated statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education, which comes into effect from 1 September 2026.

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make the Relationships and Health Education aspects of PSHE education compulsory for all pupils receiving primary education from 2020.

As a primary school, we are not required to provide sex education however, the DfE directive (2020 and updated in 2026) recommends that primary schools choose to teach sex education, *especially in Years 5 and/or 6*, where it is age-appropriate and linked to what pupils learn in science. At Southbourne Juniors we believe that our pupils need to be taught aspects of sex education and have therefore developed a programme tailored to the age and emotional maturity of our pupils as set out in the policy and the curriculum overview document. At Southbourne Juniors we deliver Relationships and Sex Education (RSE) as part of our timetabled PSHE curriculum.

This policy also sets out the rights of parents to withdraw pupils from sex education which goes beyond that of the National Curriculum requirements for Science but NOT the wider statutory PSHE curriculum. Relationships Education and Health Education are statutory requirements, including puberty.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE Lead consolidated all relevant information including national and local guidance. The consultation process and draft policy was shared with governors.
2. Staff consultation – all school staff had the opportunity to discuss the policy and make recommendations.
3. Pupil consultation – pupil voice was gained during a PSHE lesson using the ‘gathering pupil views lesson’ designed by The PSHE Association. Class teachers shared their class responses with the PSHE lead who summarised the information which formed a staff meeting discussion focused on the curriculum review.
4. Parent consultation – parents were invited to share their views through an online survey.
5. Ratification – once amendments were made, the final reviewed policy was shared with governors and ratified.

Definition

PSHE education is the school subject through which children and young people acquire knowledge, skills and attributes they need to stay healthy, safe and thrive, now and in the future. (The PSHE Association 2019)

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive

characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (The 2026 RSHE Curriculum)

Curriculum

The PSHE Association Question-Based Model Programme of Study (2020) which sets out learning in three core themes underpins our curriculum: Health and Wellbeing, Relationships and Living in the Wider World.

The following key concepts are carefully sequenced and interwoven through the curriculum, ensuring clear progression in an age and stage approach:

- Consent
- Online Safety
- Diversity
- Healthy Lifestyle
- Safety/risk
- Indicators of unhealthy relationships
- Mental health and wellbeing
- Caring for the community and environmental stewardship
- Drug and alcohol education
- Financial education

As close as possible, the PSHE and RSE curriculum is aligned to the wider curriculum to enhance clarity and connectedness for our pupils. For example, the unit on 'How will we grow and change?' in year 5 summer term coincides with teaching about the human life cycle as part of the science curriculum. Linked with R.E, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Through the digital literacy strand of the computing curriculum, pupils engage with themes such as privacy, consent and social media at depth to ensure they are equipped with skills to keep themselves safe online. The aims of PSHE are also intrinsically linked to our outdoor learning provision. Opportunities for pupils to connect with nature through sessions in The Tipi actively address many of the objectives of PSHE, particularly wellbeing and developing pupils' sense of safety and risk. Our other outdoor spaces including the meadow area which promotes mindfulness and The Cabin, a space for nurture, are also used to enrich the PSHE offer for pupils.

The school PSHE curriculum overview outlines the content of our programme and when objectives are taught in each year group. A range of teaching and learning approaches which involve children's full participation are used including; the use of materials sourced through the school's membership to specialist providers such as The PSHE Association and 1decision and other quality assured material for example, looking at case studies, drama and role play.

PSHE is usually taught in mixed gender groups, however, when teaching the RSE aspects of the PSHE curriculum (Year 5 learning journey 'How will we grow and change?' and in Year 6 during the unit 'What will change as we become more independent?'), single gender groups may be used. The class teachers alongside the PSHE lead review the approach annually depending on the cohort, taking into consideration pupils' needs as well as maturity.

The national curriculum for science subject content, which pupils cannot be withdrawn from includes:

Year 5 Pupils learn to describe the life process of reproduction in some plants and animals. They find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. The content also includes describing the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans. They learn about the changes experienced in puberty and work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 Pupils are taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They also learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

The PSHE unit in year 6 summer term 'What will change as we become more independent? How do friendships change as we grow?', is the only unit within our PSHE programme that addresses aspects of RSE beyond that taught as part of the National Curriculum for RSHE and the Science curriculum. The content that parents have a right to withdraw their child from is marked with a * in the curriculum documentation (see appendix 1) and is as follows:

- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for *
- that there are ways to prevent a baby being made. *

The PSHE curriculum overview is available on the school website and parents can view lesson materials on request. As part of our PSHE policy, parents and carers will be informed in advance when lessons include sensitive or potentially sensitive topics, so they are aware of what will be covered and when.

Class teachers' good relationships with pupils are central to the delivery of our PSHE curriculum. PSHE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or

young carers). Teachers use their knowledge of pupils and their family backgrounds to plan with care and sensitivity to match the needs of individual pupils and the class as a whole.

Where whole class issues arise, teachers may adapt the sequence of learning to respond to class need, for example, a situation at playtime may require a greater emphasis on how to be a good friend. Where global, national or local events arise that affect the wellbeing of the whole school or particular year groups, the PSHE lead alongside class teachers will use their knowledge of pupils and the school context to adapt the provision, responding collectively to supporting pupils to manage difficult situations. Teachers' prioritise time for open discussion of topics that children find particularly difficult such as consent and sexual harassment.

Since PSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. All staff understand that they have a responsibility to implement this policy and promote the ethos and values of the school at all times in their work with children.

Parents' right to withdraw

Parents do not have the right to withdraw their children from the Relationships and Health Education aspects of PSHE education that were made compulsory in all primary schools from 2020 or the Science National Curriculum (2014).

All parents have the right to withdraw their child from the components of sex education within the PSHE programme, which go beyond the National Curriculum for science and RSHE. The aspects of the year 6 unit, which parents do have the right to withdraw their child from is outlined above in the section titled 'Curriculum'. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. A meeting with the PSHE lead/class teachers can be arranged by parents on request through the school office to view the lesson materials and discuss any questions they may have.

If, after discussion with the class teacher/PSHE Lead, a parent decides to go ahead with withdrawing their child, alternative PSHE work will be given to pupils during the specified session.

Children with SEND

It is our intention that all children have the opportunity to experience our PSHE programme at a level which is appropriate for their age and physical development with differentiated provision if required. The SENDCo, alongside the class teacher is responsible for ensuring the individual needs of SEND pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in PSHE. Additional support within lessons, small group or individual lessons and an adapting of resources may be required to enable access. Parents may need to be consulted individually with regard to children with SEND.

Confidentiality and Safeguarding

Teachers conduct PSHE lessons in a sensitive manner. If a child raises a safeguarding concern then this will be dealt with in line with our Safeguarding Policy. Staff will not try to investigate,

but will immediately inform the Designated Safeguarding Lead/or Deputy DSLs about their concerns. The designated member of staff will then follow the school safeguarding procedures.

The PSHE & RSE curriculum also educates pupils about what would happen if they told someone about abuse. This is in response to the Ofsted 'Review of sexual abuse in schools and colleges' (2021), which highlights that often young people do not come forward to report an experience because they worry about the reaction from adults and what would happen next. Our curriculum reassures pupils through open discussion about what they can expect and what will happen if they do need to report concerns. There is an emphasis on the importance of talking to a trusted adult through both the school culture and taught curriculum.

Answering Difficult Questions

If a child asks an explicit or difficult question outside the scope of this policy, the staff will use their professional judgement in deciding the best way to answer it so the child is informed appropriately. This may be through individual work or discussion with the child. Adults must be mindful that if children's questions are left unanswered they may seek answers online which may lead them to misinformation or unsuitable material. If the staff member is concerned, they will refer to the Headteacher, PSHE Lead and/or DSLs as appropriate who can discuss the matter with the parent, or follow other appropriate procedures. 'Ask It Baskets' are a feature of PSHE lessons in all classrooms enabling pupils to ask questions anonymously. Pupils' questions are answered sensitively and with due consideration for religious and cultural factors.

Roles and Responsibilities

The governing body will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 'Parents right to withdraw').

It is the responsibility of the PSHE Lead to ensure that both staff and parents are informed about our PSHE and RSE policy, and that the policy is implemented effectively. It is also the PSHE Lead's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- 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 RSE

Staff do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching PSHE and RSE are encouraged to discuss this with the PSHE Lead.

Pupils

Pupils are expected to engage fully in PSHE lessons and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Parents

Parents are, and must be, the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which maturity brings. The teaching offered by our school aims to complement and support the role of parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting these aims we:

- inform parents about the school's PSHE and RSE policy and curriculum;
- answer any questions that parents may have about the PSHE and RSE curriculum;
- inform parents when aspects of the programme are to be taught and provide opportunities for parents to view the resources being used;
- take seriously any issue that parents raise with teachers or governors about the arrangements for PSHE and RSE in the school.

Monitoring arrangements

The delivery of PSHE and RSE is monitored by the PSHE Lead through: pupil conferencing, learning walks, book looks and lesson observations.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

The PSHE lead, headteacher and governors monitor this policy annually and report to the full governing body on the effectiveness of the policy.