



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

Reviewed: September 2026

Next review: September 2027

Nominated Lead Member of Staff: Karen Lowrey, Deputy Headteacher

Status & Review Cycle: Statutory / Annual

Vision

At Southbourne Juniors, our vision for PSHE and RSE is to provide a 'Curriculum for Life': an inclusive, meaningful programme that goes beyond statutory requirements to equip pupils with the knowledge, skills, confidence and values they need to navigate life's challenges and opportunities. Co-created with pupils and parents, our curriculum reflects the needs of our school community and prepares our pupils to go out into the world and make a positive difference as global citizens, guided by kindness, empathy and respect.

We want pupils to develop not only as healthy and informed individuals, but also as confident, independent decision-makers with a strong moral compass who understand that they have agency over their own choices and actions. PSHE is therefore woven throughout school life, not limited to discrete lessons, and is underpinned by our ethos, vision and values. Our school community acts as a miniature version of the wider world, providing opportunities for pupils to practise positive relationships, appreciate differences and understand what it means to be an active and respectful member of a diverse society.

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

This policy takes account of:

- Section 80A of the Education Act 2002
- Section 403 of the Education Act 1996
- Children and Social Work Act 2017 (sections 34–35)
- Relationships Education, Relationships and Sex Education and Health Education Regulations 2019
- DfE guidance (Relationships Education, RSE and Health Education) effective 1 September 2026
- Equality Act 2010
- Keeping Children Safe in Education (latest)
- Ofsted framework and associated guidance.

Policy development and consultation

This policy was developed in consultation with staff, governors, pupils and parents. The consultation process included:

- Review of national and local guidance by the PSHE Lead
- Staff consultation and feedback
- Pupil voice activities using PSHE Association guidance
- Parent consultation via an online survey
- Governor review and ratification.

Definition

PSHE education is the subject through which pupils develop the knowledge, skills and attributes they need to stay healthy, safe and prepared for life and work. Relationships and Sex Education (RSE) and Health Education form part of the PSHE curriculum. Throughout this policy, the term 'PSHE' refers to the whole PSHE programme, including RSE and Health Education.

Aims

Our PSHE programme aims to enable pupils to:

- Develop knowledge about relationships, physical and mental health, wellbeing and living in the wider world, including financial awareness and online safety.
- Build skills to manage emotions, form healthy relationships, show respect and empathy, and make safe decisions.
- Promote resilience, self-worth, honesty, kindness and integrity.
- Understand and respect diversity and equality.
- Recognise when to seek help and how to access trusted adults and services.

Curriculum

We follow the PSHE Association 2026 curriculum model, adapted to our school context. The curriculum is progressive, age-appropriate and revisited across year groups to ensure depth and retention. Lessons use a range of high-quality materials sourced from The PSHE Association as well as the school's 1Decision membership and other quality assured material, evidence-informed approaches including discussion, scenarios, role-play and reflective tasks.

Wherever possible, the PSHE curriculum is aligned with the wider curriculum to strengthen clarity, relevance and connectedness for pupils. For example, the PSHE programme complements the statutory Science content, including reproduction, life cycles, puberty and health, while links with Religious Education enable pupils to explore family relationships, different family structures and friendships, as

well as the rituals and traditions associated with birth, marriage and death and the emotions and experiences connected with these significant life events.

Through the digital literacy strand of the Computing curriculum, pupils explore themes including privacy, consent, online relationships and social media in greater depth, ensuring they develop the knowledge and skills needed to make safe and responsible choices online.

The aims of PSHE are also closely connected to our outdoor learning provision. Opportunities to connect with nature through sessions in The Tipi support many PSHE objectives, particularly those relating to wellbeing, resilience, safety and assessing risk. Our wider outdoor spaces further enrich the PSHE offer: the Meadow provides opportunities for mindfulness and reflection; The Cabin offers a nurturing space for pupils; and the Wellbeing Aviary enables pupil ambassadors to provide peer support and promote positive wellbeing at playtimes. Together, these spaces provide meaningful opportunities for pupils to apply and develop the knowledge, skills and attitudes explored through the PSHE curriculum.

PSHE Programme of Study (Appendix A)

The PSHE programme of study maps statutory and non-statutory content to year groups and is available on the school website. Parents can view lesson material on request; the school will respond to requests within 5 school days. 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. PSHE newsletters provided termly by the PSHE Lead share further curriculum information and signposting to external services to parents.

Delivery model

PSHE lessons are delivered by class teachers and taught in mixed gender groups, however, when teaching certain sensitive RSE lessons (Year 5: Me, My Body and Growing Up; Year 6: Changes in Puberty), the school may use single-gender groups where appropriate for pupil wellbeing and participation. The PSHE Lead, with class teachers, will review grouping each year based on cohort needs.

Teaching approaches & safe practice

Teachers create a safe learning environment, establish ground rules at the start of each topic and use strategies including distancing techniques, question boxes ('Ask It' baskets) for anonymous queries and pre-brief/post-lesson check-ins for vulnerable pupils.

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 needs; 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.

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.

Responding to difficult questions

If a child asks an explicit or difficult question outside the scope of this policy or the planned curriculum, staff will use their professional judgement to decide the most appropriate way to respond. Teachers will answer questions honestly, sensitively and at a level appropriate to pupils' age and maturity. Where a question is outside the planned curriculum or considered inappropriate to answer in the lesson, staff may address it separately or, where appropriate, discuss it with parents or carers. Staff and parents should be mindful that unanswered questions may lead children to seek information online, potentially exposing them to misinformation or unsuitable material. Where a staff member has concerns about the nature of a question or believes it may indicate a safeguarding issue, they will refer the matter to the Headteacher, PSHE Lead and/or Designated Safeguarding Lead(s), as appropriate, who will determine the appropriate response, including whether parents or carers should be contacted.

'Ask It Baskets' are used in PSHE lessons across all classrooms, enabling pupils to submit questions anonymously. Staff will review the 'Ask it basket' question box contents in a timely manner and answer common questions in a whole-class format where appropriate. Any safeguarding-related content found in anonymous questions will be treated as a disclosure and referred to the DSL. Pupils' questions are considered and answered sensitively, taking account of their age, maturity, individual circumstances, and relevant religious and cultural considerations.

Identified non-statutory lesson

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). The PSHE unit in year 6 summer term 'Changes in puberty', 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 an asterix * in the Programme of Study. The one withdrawable lesson identified is:

- Year 6 'How a baby is made'- about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made).

Withdrawal from Non-Statutory Sex Education Lesson

Parents who are considering withdrawing their child from the one identified lesson (outlined in the above section and can be found marked * in Appendix A- The Programme of Study) that goes beyond the National Curriculum for Science and statutory RSHE content are encouraged to discuss their concerns with the class teacher and/or PSHE Lead in the first instance. This provides an opportunity to discuss the purpose and content of the lesson, view the materials that will be used and understand how the lesson will be delivered. The school believes that working in partnership with parents and carers is important in supporting children to develop the knowledge, understanding and skills they need as they grow and develop. Parents can request a meeting with the class teacher and/or PSHE Lead through the school office to discuss the lesson and raise any questions they may have.

If, following this discussion, a parent chooses to withdraw their child from the lesson, appropriate alternative PSHE learning will be provided during the relevant session. A record of the parental withdrawal will be maintained on the pupil's school record which is shared with the pupil's secondary school as part of their transition information, to support continuity in the delivery of PSHE.

External providers and quality assurance

External providers may be invited to support delivery where they add value and are aligned with The PSHE Programme of Study. Before delivery the school will: review plans and materials, check safeguarding arrangements, confirm DBS checks, verify providers' credentials and take references where appropriate. Providers must supply lesson plans and materials in advance for school approval. Parents may view these materials on request. The school will not accept contractual clauses from providers that prevent sharing their materials with parents. The school must be satisfied with the provider's safeguarding arrangements, staff training, insurance and alignment with the school's values and statutory guidance before commissioning session(s). The PSHE Lead will keep records of all external provision.

Inclusion, SEND and reasonable adjustments

PSHE lessons are designed to be inclusive of all pupils, including those with SEND, disabilities and diverse family backgrounds. Lessons will reflect different family structures, including families with same-sex parents, and will present factual information about biological sex and the law.

The SENDCo, PSHE Lead and class teacher will work together to make reasonable adjustments so that pupils with SEND can access PSHE. Adjustments may include simplified language, visual aids, pre-teaching, alternative tasks, small-group or 1:1 delivery and differentiated resources. For pupils with complex needs or communication difficulties, individual planning involving parents/carers may be undertaken to ensure understanding and safety.

Safeguarding and disclosures

If a pupil makes a disclosure of abuse or a safeguarding concern during PSHE (or otherwise), staff will follow the school's Safeguarding Policy and procedures: do not investigate, inform the Designated Safeguarding Lead and/or deputy DSLs immediately and record the disclosure factually on the school cause of concern recording document and/or recording an incident on the pupil's CPOMs record. Staff must not promise confidentiality to pupils and must communicate that serious concerns will be shared with the DSL.

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.

Roles and Responsibilities

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

The PSHE Lead is responsible for ensuring that staff and parents are informed about the school's PSHE and RSE policy and that it is implemented effectively across the school. The PSHE Lead will ensure that staff receive appropriate training and support to enable them to teach PSHE and RSE confidently and effectively, and to respond to sensitive or challenging issues with appropriate care and professional judgement. The PSHE Lead is also responsible for monitoring the consistent delivery of PSHE and RSE across the school and for managing parental requests to withdraw pupils from the non-statutory RSE lesson, as outlined in the section 'Withdrawal from Non-Statutory Sex Education Lesson'.

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;
- provide opportunities for parents to ask questions and discuss any aspect of the PSHE and RSE curriculum;
- inform parents when specific aspects of the programme are due to be taught and signpost them to resources that may support conversations with their children about sensitive issues at home;
- take seriously any concerns or questions raised by parents with teachers, the PSHE Lead or governors about the provision and delivery of PSHE and RSE; and
- encourage open and positive communication between home and school to support pupils' learning and wellbeing.

Assessment, monitoring, evaluation and reporting

Intended outcomes for each lesson are outlined in The Programme of Study (Appendix A) and assessed formatively by class teachers through classroom tasks, pupil reflection, teacher observation and pupil voice.

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

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

Appendices

Appendix A- PSHE & RSE Programme of Study (published separately). This is a curriculum map, showing progression across KS2 with unit headings, objectives and statutory/ non-statutory status.