



	Swaythling Primary School	
	PSHE (including RSE) Policy	
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Author/Owner	Swaythling Primary School / Full Governing Body	

At Swaythling Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

At Swaythling we have a two year cycle for our PSHE curriculum and have discrete PSHE lessons, as well filtering the skills throughout many aspects of school life.

Statement of intent

At Swaythling Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

This will be implemented by creating a programme of study that is bespoke to our school and all our children.

The three core themes of our PSHE programme of study focus on Health and Wellbeing, Relationships Education, and Living in the Wider World.

Health and Wellbeing	Relationships Education	Living in the Wider World
<ul style="list-style-type: none"> ● Healthy lifestyles ● Keeping safe ● Growing and Changing 	<ul style="list-style-type: none"> ● Feelings and emotions ● Healthy relationships ● Valuing differences 	<ul style="list-style-type: none"> ● Rights and responsibilities ● Money ● Environment

These areas of learning are 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,

LGBTQAI+ 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).

RSE

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education which parents cannot withdraw their child from. As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Swaythling Primary School we teach RSE as set out in this policy.

Aims

The aims of relationships and sex education (RSE) at Swaythling Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Implementation through Teaching and Learning

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Swaythling Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/ circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra curricular activities. These include mental health awareness week, safer internet day and walk to school week.

We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing pupils for the changes that adolescence brings.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

Within Key Stage One and Two PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school Junior Travel Ambassadors, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Each class will have a class 'big book' where Talk Time discussions are recorded, pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will

regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

The delivery of PSHE/RSE is monitored by the subject leader through:

- Lesson observations and learning walks.
- Planning scrutinies.
- Book looks.
- Pupil interviews.

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

Working with the school community

This policy will be available to parents via the school website. Parents will have the opportunity to contribute to the policy through consultation in the Autumn term.

As part of our whole school approach to RSE, parents will be informed prior to KS2 sessions on puberty and any relevant resources will be shared with them. Parents have the right to withdraw their children from RSE content which is not part of statutory National Curriculum Science, however, we would always discuss any concerns further with parents to enable them to make a fully informed decision. If a child is withdrawn from any lessons, appropriate alternative activities will be provided.

Pupil voice will be used to review and tailor our RSE programme to match the needs of different learners.

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others.

Implementation through resources

Resources for PSHE are stored centrally so all teachers have access to them. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

The PSHE progression document was created by a team of teachers across the Aspire Community Trust and resource recommendations are also shared across this group.

Implementation through Professional Development and Training

The PSHE subject leaders ensure they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings and PSHE network meetings. The school maintains a membership with the PSHE Association which enables all teachers to access resources and research. The subject leader attends the annual conference to keep informed on current developments. The subject leaders will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

The PSHE Leads will also invite visitors from outside the school, such as school nurses, NSPCC, MHST and Yellow Door to provide support and training to staff teaching PSHE and RSE, or to work directly with classes.

Roles and responsibilities

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

The headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff are responsible for:

- Delivering PSHE including RSE in a sensitive way
- Modelling positive attitudes to PSHE including 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/non-science] components of RSE

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

Safeguarding

Teachers are aware that effective PSHE/RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

This policy will be reviewed by Melissa Down and Claire Cleghorn (Subject Leaders). At every review, the policy will be approved by the Headteacher and Governing body.

Links to other relevant policies:

- Behaviour
- Anti-bullying
- Child Protection and Safeguarding
- Online safety
- SEND inclusion
- Healthy Schools
- Visitor
- Smoke free
- Complaints policy

Ratified by Governors: 17/3/26

Signed by Chair of Governors

Zoe Snow

Miss Z Snow

Signed by Headteacher

Mr J Draper

Appendix 1: Curriculum map

See progression document.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">● That families are important for children growing up because they can give love, security and stability● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">● How important friendships are in making us feel happy and secure, and how people choose and make friends● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none">● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs● Practical steps they can take in a range of different contexts to improve or support respectful relationships

	<ul style="list-style-type: none"> ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources