



Bedlington West End Primary School – Personal, Social, Health Education (PSHE) and , Relationship, Sex and Health Education (RSHE) Policy

1. Introduction

From September 2026, schools must deliver Relationships, Sex and Health Education (RSHE) in accordance with the revised statutory guidance published by the Department for Education in July 2025. This policy outlines how Bedlington West End Primary School delivers Personal, Social, Health and Economic (PSHE) Education and Relationships, Sex and Health Education (RSHE) in line with statutory requirements and the needs of our children.

Our curriculum supports children to develop the knowledge, skills and attributes needed to stay safe, healthy and prepared for life in modern Britain. It reflects current safeguarding priorities, including online safety, healthy relationships, consent, media literacy and digital citizenship.

2. Our Values and Ethos

We believe that every child is unique and can achieve his or her potential. At West End Primary School each child will receive the nurture, support and challenge to prepare her/him for the next stage of learning and for life beyond education. We expect every child to be the best she or he can be and to follow our school motto, 'Yes I can!'.

Our aim is to develop well-rounded, confident, enterprising, hard-working and caring citizens of tomorrow who embrace and respect the diversity of the local, national and international community.

Our PSHE and RSHE curriculum underpins our ethos and with well-planned lessons we aim to equip our children with skills for their future.

3. Statutory Requirements

This policy has been written in accordance with the statutory guidance document “Relationships Education, Relationship and Sex Education (RSE) and Health Education (for introduction from September 2026).” (DfE, 2025).

At Bedlington West End Primary School:

- Relationships Education is statutory for all primary-aged children.
- Health Education is statutory for all primary-aged children.
- The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

The school recognises that high-quality PSHE and RSHE is an essential part of safeguarding and supports children to develop the knowledge, skills and understanding needed to stay safe, healthy and prepared in modern Britain.

Our curriculum reflects current safeguarding priorities and supports children to:

- build positive and respectful relationships;
- understand personal boundaries and consent in an age-appropriate way;
- recognise unhealthy, unsafe or abusive behaviours;
- stay safe online and understand digital risks;
- develop resilience, emotional wellbeing and self-respect;
- know how and where to seek help when needed.

This policy is informed by the following legislation and statutory guidance:

- Education Act 1996
- Learning and Skills Act 2000
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Online Safety Act 2023
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, July 2025)

The school will review its RSHE curriculum regularly to ensure it remains compliant with statutory requirements and reflects emerging safeguarding issues, including developments in online safety, social media, digital technology and artificial intelligence.

Should you like to see the guidance from the government please visit:
https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

4. Definitions

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online. Relationships Education also supports children to grow into kind, caring adults who can keep themselves and others safe, including online.

For the purpose of this policy, **Health Education** is defined as teaching children about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within **statutory Health Education**.

RSHE is not about the promotion of sexual activity.

5. Our Aims

Through our PSHE curriculum, we aim to equip our children with essential skills for life; we intend to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through our curriculum, children will learn how to stay safe and healthy, build and maintain healthy relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. The themes and topics support social, moral, spiritual and cultural development (SMSC), promote British Values (BV) and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSHE to be a fundamental part of our approach to supporting children to grow into confident, caring, responsible and respectful young citizens.

At Bedlington West End, RSHE is taught within the Personal, Social, Health Economic (PSHE) Education curriculum using the Coram Life Education SCARF Programme.

The three statutory strands of PSHE are:

- Relationships
- Health and Wellbeing
- Living in the Wider World

These are delivered through the six SCARF themes:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

In addition, some aspects of the RSHE programme will be covered through different areas of learning such as:

- Science curriculum
- Computing
- R.E
- PE in the context of health and hygiene

5.1 Our Aims of Relationships, Sex and Healthy Education (RSHE)

At Bedlington West End Primary School, we define Relationships Education as learning about the many strands of relationships and growing up. At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons about relationships.

This includes:

- family relationships
- friendships and relationships with peers and adults
- healthy and unhealthy relationships
- the characteristics of positive relationships
- relationships online
- the emotional, social and physical aspects of growing up

We teach this through our main scheme SCARF but for some parts we also use the Lucinda and Goddfrey RSHE scheme of learning too. The children grow alongside Lucinda and Goddfrey dealing with age appropriate relationship dilemmas. Please see the list below:

Reception: Starting School

Year 1: What makes a Good Friend?

Year 2: The Smell Monster and Unsafe Secrets

Year 3: The Birthday Party – Learning about personal safety

Year 4: Telling Someone – Dealing with peer pressure

Year 5: Growing and Changing – Understanding Puberty

Year 6: Growing and Changing – Understanding Puberty and Sex Education

If you would like to see the resources being used within these lessons, please arrange a time with the PSHE lead.

Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

At West End Primary School, we define Health Education as providing children with the knowledge and skills to lead a healthy life.

The children will learn:

- how to protect their bodies
- how to keep their bodies healthy and what the impacts of an unhealthy lifestyle are (including the effects of obesity, alcohol, smoking and drugs education).
- How to maintain good mental health
- Physical and emotional changes in their bodies relating to puberty.

Through our PSHE and RSHE curriculum we aim to:

- Provide a consistent standard of relationships, sex and health education across the school
- Help children develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Develop the knowledge and understanding of a variety of relationships including the LGBT community;
- Develop the ability to identify and report any concerns they have about a relationship;
- Teach children the correct vocabulary to describe themselves and their bodies (Year 1 and 2)
- Provide a framework in which sensitive discussions can take place

- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene (Year 5 and 6)
- Give children an understanding of reproduction and sexual development (Year 5 and 6)
- To provide all children with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.
- Develop children’s understanding of consent, personal boundaries and respectful behaviour.
- Help children recognise unsafe situations both online and offline.
- Develop critical thinking skills when engaging with online content, social media, influencers and emerging technology including artificial intelligence.
- Ensure that all children, by the time they reach secondary school age, are well equipped and on an equal footing to deal with the secondary RSHE curriculum.

These aims complement those of the Science curriculum in KS1 and KS2.

5.2 Non Statutory Sex Education

As part of **statutory Health Education**, from Year 5 onwards children are taught in an age appropriate way about puberty and the associated physical and emotional changes. In line with the Science curriculum, we will also teach children the correct scientific names for each gender’s body parts in Years 1 and 2. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 5 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation. These lessons form part of the **statutory requirements for Health Education**.

The DfE guidance 2025 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is **not compulsory** in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some **non-statutory sex education**, covering how human reproduction and conception occurs. This is taught in Years 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to children will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a **right to withdraw** their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

Parents and carers may request to view curriculum resources, lesson materials and schemes of work by contacting the PSHE lead.

For more information about our curriculum, see our Year Groups' Long Term PSHE planning in Appendix D.

5.3: Our Aims of Living in the Wider World Curriculum

Although this is not a statutory part of the PSHE Curriculum, at West End Primary School we feel it is necessary to prepare our children to be respectful citizens of the future. This area of learning underpins the British Values that are set out by the government.

Within this area, the children will learn:

- about their rights and responsibilities
- how we live in a democratic society and what this means.
- that everyone is different and how we should show respect to others, not be prejudiced towards others' ways of life and not to stereotype anyone.
- about the protected characteristics of equality, i.e. religious beliefs, ethnicity, special educational needs, age, gender and the Lesbian, Gay, Bisexual, Transgender (LGBT) community.
- Marriage and Civil Partnerships
- how to be financially responsible
- how to research and debate topical issues.

6. Delivering the PSHE Curriculum

Our PSHE lessons should be taught by the class teacher. When training needs are identified, staff will be offered training to develop their skills. This will be monitored by the PSHE Lead who is overseen by the Headteacher.

During lessons, ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something, relating to the lesson content, an opportunity will be provided and the children will be made aware of this in every lesson.

Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our PSHE and Relationships Education curriculum through a variety of teaching methods and activities, including:

- Circle Time
- Smart/PP presentations
- Team Activities
- Opinion Corners
- Worksheets (If Applicable)
- Storytime
- External agencies/Visitors (e.g Community Police, Firefighters, NSPCC, School Nurse, Betty Bus etc)

- NSPCC PANTS Lesson (All Year Groups Annually)

Detailed curriculum maps showing the knowledge and skills taught in each year group are published on the school website and reviewed annually.

6.1. Delivering PSHE and RSHE in the Early Years Foundation Stage (EYFS)

The EYFS follows the Personal, Social, Emotional Development strand in the non-statutory guidance EYFS Development Matters/Birth to Five Matters documents. This is a specific area and goes towards the children achieving a ‘good level of development’. In Nursery these areas are addressed through daily routines, e.g. handwashing, snack, daily interactions with staff, e.g. how do you feel? How can we make him feel better?, and topic content. In addition, Reception children have weekly circle times with their class teacher. The topics that are included in these circle times are;

- Understanding our feelings
- How to manage our feelings and self-regulation
- Friendships and Bullying
- Different Families
- How to Stay Safe
- How to Keep our Minds and Body Healthy

6.2. Managing Difficult Questions

At West End Primary School, we really want children to feel safe to ask questions and we also want our children to gain accurate, age-appropriate information in answer to their questions rather than seeking it elsewhere (such as their peers, older siblings or the Internet) where the content might not be appropriate. Our staff will be familiar with the content in each of their PSHE lessons and have good knowledge on each subject in order to be confident in answering children’s questions in an appropriate way. Where children ask questions about content that falls outside the planned curriculum, staff will respond in an age-appropriate manner and use professional judgement to determine whether to answer the question in front of the whole class, individually or referred to parents/carers. Where a pupil has been withdrawn from non-statutory sex education, staff will not provide direct teaching of that content but will ensure that children receive any statutory RSHE and science content to which they are entitled. If a child’s question raises safeguarding issues this must be reported following the safeguarding policy. If a member of staff feels they need training to manage difficult questions they must report this to the PSHE lead.

6.3. Safeguarding

Teachers are aware that effective PSHE, 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. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy and record disclosures on CPOMS.

Designated Safeguarding lead: Joanna Dey (Headteacher)

Deputy Designated Safeguarding lead: Michelle Waters (Deputy Headteacher)

Visitors and external agencies which support the delivery of PSHE and RSHE will be required to adhere to the school’s safeguarding policy and policies relating to the subjects they are teaching or contributing towards. We aim to deliver these lessons to a high standard in order to safeguard our children and for our

children to be able to gain the skills and knowledge to safeguard themselves and to understand who to go to if they need help.

6.4. Impact of our PSHE Curriculum

At Bedlington West End Primary School we hope that through our PSHE curriculum, children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Children will understand the importance of their physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they may face. Our PSHE curriculum will positively impact wellbeing, safeguarding and SMSC outcomes as well as promoting British Values. This can ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

6.5. Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in PSHE and RSHE. Children will reflect on their learning throughout the term.

Staff delivering the PSHE and RSHE curriculum will critically reflect on their teaching. The PSHE/RSHE lead will monitor implementation through lesson visits, pupil voice activities, work sampling and staff discussion.

Comments on children's learning and progress in PSHE and RSHE, will be reported to parents and carers in their end of year report.

7. Special Education Needs

Teaching will be adapted where necessary to ensure all children, including those with SEND, can access the curriculum. This may include adapted resources and vocabulary, additional visual support, pre-teaching, small group or individual support where appropriate and consideration of individual children's learning needs.

Staff will work closely with parents, the SENDCo and external professionals where necessary to ensure children can access the curriculum safely and successfully.

8. Equalities and Diversity

At Bedlington West End Primary School we are committed to delivering a curriculum which is inclusive. All PSHE and RSHE are taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect others who may have different opinions.

The personal beliefs and attitudes of staff delivering PSHE and RSHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community including LGBT+ (Lesbian, Gay, Bisexual, Transgender). We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources, in an age-appropriate way, that reflect the diversity of our community and encourage a sense of inclusiveness.

9. Parental Right to Withdraw

As previously stated the RSHE curriculum consists of both statutory and non-statutory elements:

- Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.
- Parents **do not** have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

However, we would urge any parents and carers considering withdrawing their child from Sex Education lessons to consider what is being taught, how it is being taught and how important this education is for all children.

To ensure parents are aware of their rights, we will send out a letter outlining them as well as informing parents of the importance of PSHE and RSE in safeguarding children and giving them important life skills in order for them to make safe, healthy choices in the future. (See Appendix A)

Those considering withdrawing their child are asked to speak with the child's class teacher in the first instance and if not satisfied to speak to Joanna Dey (Headteacher).

If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix B for request form.). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to children who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

10. Engaging Stakeholders

This policy will be available to view on our school website by all stakeholders.

We are committed to working closely with parents and carers and we do this by:

- Consulting parents on this policy and taking their views into account
- Planning
- When applicable, communicating when sensitive Relationship lessons will be taking place **e.g Puberty**
- When applicable, information leaflets to be sent home to support parental knowledge and understanding.
- When applicable, links to websites to support parental knowledge and understanding.

11. Policy Review

This policy will be reviewed on a bi-annual basis by Emma Langley (PSHE and RSHE Lead)

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

This policy:

Was produced by Emma Langley (PSHE and RSHE Lead)

In consultation with Joanna Ward, (Headteacher) , Staff and Parents

Ratified by Governors on:

To be reviewed March 2028 or sooner if there is a change in the law.