



'Dream, Believe, Achieve'

Fairfield Primary School

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

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By:	Laura Marshall
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Fairfield Primary School

PSHE / RSE Policy

Aims

At Fairfield Primary School, we want all children to live our school motto of '**Dream, Believe, Achieve**' and to become 'Future Ready' citizens.

Our PSHE curriculum is designed to support pupils to:

- **Dream** – by developing aspirations, recognising their strengths and understanding their place in the world
- **Believe** – by building confidence, resilience and a strong sense of self-worth.
- **Achieve** – by equipping them with the knowledge, skills and attitudes needed to make informed, safe and responsible choices.

Through our programme of study, pupils develop the knowledge, understanding and skills needed to become healthy, confident, independent and responsible members of society. They are encouraged to play an active role within school and the wider community, developing an understanding of rights, responsibilities and the importance of respect in a diverse society.

PSHE at Fairfield Primary School places a strong emphasis on oracy, providing regular opportunities for pupils to develop their speaking and listening skills through discussion, debate and reflection. Pupils are encouraged to express their views, listen to others and engage in respectful dialogue, enabling them to articulate their thoughts confidently and thoughtfully.

Our curriculum supports pupils to make sense of their experiences, manage risk, and understand how to keep themselves and others safe. It promotes wellbeing, supports academic achievement and prepares pupils for the opportunities, responsibilities and challenges of later life.

Through this approach, we aim to develop well-rounded individuals who are respectful, informed and able to make a positive contribution to their communities and to society as a whole.

Statutory Requirements

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010, schools are required to provide a curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils and of society.
- prepares pupils for the opportunities, responsibilities and experiences of later life.

This policy also reflects the statutory requirements of Relationships Education, Relationships and Sex Education (RSE) and Health Education 2026.

Fairfield Primary School provides Relationships and Health Education in line with statutory guidance, within the wider context of a comprehensive PSHE curriculum.

This policy should be read in conjunction with other key school policies, including:

- Safeguarding Policy
- Online Safety (E-Safety) Policy
- Anti-Bullying Policy
- SEND Policy
- Mental Health and Wellbeing Policy

PSHE

At Fairfield Primary School, we believe that Personal, Social, Health and Economic (PSHE) education is a vital part of every pupil's development. Our curriculum supports children to become confident, healthy and responsible individuals, equipped to manage the challenges of modern life. Our PSHE programme of study is tailored to the needs of our pupils and is designed to develop their understanding of risk, relationships and wellbeing. It equips pupils with the knowledge and skills to make safe and informed decisions.

The curriculum is carefully sequenced and progressive, supported by clear end points for each year group, ensuring that pupils build on prior learning over time. It includes all statutory requirements for Relationships and Health Education, with additional content taught in response to current and emerging issues.

PSHE is delivered as a whole-school approach, underpinning pupils' personal development and supporting their learning across the curriculum. It makes a significant contribution to:

- safeguarding
- pupils' personal development
- behaviour and attitudes
- equality and inclusion
- SMSC (Spiritual, Moral, Social and Cultural) development
- the promotion of British Values

Further details of the programme of study can be found on the school website.

Statutory Relationships and Health Education

In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026, Relationships Education is compulsory for all primary-aged pupils and Health Education is compulsory in all state-funded schools.

These subjects form a key part of the school's approach to supporting pupils to develop the knowledge, skills and understanding they need to lead safe, healthy and positive lives.

At Fairfield Primary School, we deliver Relationships and Health Education through a comprehensive and carefully sequenced PSHE curriculum. This ensures that pupils develop the building blocks of healthy, respectful relationships, alongside an understanding of how to maintain their physical and mental wellbeing.

Our curriculum is designed to reflect the needs of our pupils and the context in which they are growing up. It provides opportunities for pupils to explore real-life issues, develop resilience, and learn how to manage risk in an increasingly complex world, both online and offline.

We ensure that learning is progressive and age-appropriate, building on prior knowledge and supporting pupils to become confident, informed and responsible individuals who are prepared for the next stage of their education and for life in modern Britain.

What do we teach and who teaches it?

Our PSHE programme of study covers all areas of PSHE across the primary phase, including the statutory requirements for Relationships and Health Education. The curriculum is tailored to the needs of our pupils and is regularly reviewed to reflect local, national and emerging issues, such as vaping, knife crime and online safety.

The curriculum is structured around three core themes:

1. **Health and Wellbeing** – including physical health, mental health, growing and changing, drugs, alcohol and tobacco, and keeping safe.
2. **Relationships** – including families, friendships, bullying, safe relationships and respect for self and others.
3. **Living in the Wider World** – including communities, media literacy and digital resilience, money, aspirations, work and careers.

These themes are taught through a carefully sequenced curriculum, supported by clear progression and end points for each year group, ensuring that pupils build knowledge and skills over time.

PSHE at Fairfield Primary School also places a strong emphasis on **oracy**. Pupils are given regular opportunities to develop their speaking and listening skills through structured discussion, questioning and debate. This supports pupils to articulate their thoughts, listen to others respectfully and engage confidently in conversations about real-life issues.

PSHE/RSE is taught for approximately one hour per week by class teachers, who are best placed to understand the needs of their pupils and to deliver content sensitively and appropriately.

Teachers establish a safe learning environment through the use of class charters and clear ground rules. Pupils are reminded not to share personal or sensitive information, and staff respond to questions in an honest, balanced and age-appropriate way. Correct subject-specific vocabulary is used to support understanding and reinforce safeguarding messages.

PSHE is further strengthened through a whole-school approach, including:

- assemblies (whole school, key stage and class-based).
- classroom charters and school rules.
- cross-curricular links and 'in the moment' teaching opportunities.
- whole-school events such as Anti-Bullying Week and Safer Internet Day.
- themed days and weeks, including Black History Month and International Women's Day.
- workshops and visits from external professionals, such as the NSPCC, Police and St John Ambulance.

This approach ensures that PSHE is not taught in isolation but is embedded across the wider life of the school, supporting pupils' personal development and safeguarding. Where external agencies or professionals contribute to PSHE/RSE, the school remains responsible for the content and delivery. Resources, lesson plans and safeguarding arrangements are reviewed in advance to ensure that provision is accurate, age-appropriate, accessible and consistent with the school's policies.

Relationships Education

In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026, Fairfield Primary School delivers a comprehensive Relationships Education curriculum that supports pupils to build positive, respectful and safe relationships.

By the end of primary school, pupils are taught about:

- families and people who care for them
- caring friendships
- respectful relationships
- marriage and civil partnership as legally recognised relationships
- online relationships, including privacy, harmful contact, age restrictions and reporting concerns
- being safe

Our curriculum is structured through the 'Relationships' core theme, where the majority of statutory content is taught. However, key concepts are revisited and reinforced across all three PSHE themes to ensure progression and depth of understanding.

Teaching is carefully sequenced in line with our progression document and end points for each year group. This ensures that pupils build on prior learning, developing their understanding from early concepts such as kindness, sharing and trusted adults, through to more complex ideas such as boundaries, consent, and recognising unhealthy relationships.

Our approach is rooted in safeguarding. Pupils are taught how to recognise risk, understand personal boundaries, and know how and when to seek help for themselves or others. Information on how Fairfield's Programme of Study covers these areas can be found in the school's long-term plan.

Health Education

In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026, Fairfield Primary School delivers a comprehensive Health Education curriculum that equips pupils with the knowledge and skills to lead healthy, safe and active lives.

By the end of primary school, pupils are taught about:

- mental wellbeing.
- internet safety and harms.
- physical health and fitness.
- healthy eating.
- drugs, alcohol and tobacco.
- health and prevention.
- basic first aid.
- the changing adolescent body, including puberty.

Our curriculum is structured through the 'Health and Wellbeing' core theme, where the majority of Health Education is taught. However, key concepts are revisited and reinforced across all three PSHE themes to support progression and deepen understanding over time.

Teaching is carefully sequenced in line with our progression document and end points for each year group, ensuring that pupils build on prior learning and develop increasingly secure knowledge and skills.

Teaching about puberty is a statutory requirement and is delivered as part of Health Education within the 'Growing and Changing' unit. This is taught in an age-appropriate and sensitive way, ensuring that all pupils are prepared for the physical and emotional changes of adolescence. The correct names of body parts, including penis, vulva, vagina, testicles, scrotum and nipples are used.

Teaching about menstruation begins in advance of the onset of periods, recognising that periods can begin as early as age 8.

Our approach to Health Education is rooted in safeguarding, enabling pupils to understand risk, make informed decisions, and know how to seek help when needed

Assessment and Recording

Assessment in PSHE at Fairfield Primary School focuses on pupils' **knowledge, understanding, skills and attitudes**, and is directly informed by our clearly defined progression of learning and end points for each year group.

Our PSHE curriculum is structured to ensure that pupils build on prior learning each year. End point statements set out what pupils are expected to know, understand and be able to do by the end of each year, allowing teachers to assess progress over time and ensure consistency across the school.

The PSHE subject leader monitors the quality and impact of the curriculum through:

- pupil voice.
- work scrutiny, including floor books.
- learning environment and displays.
- discussion with staff.

Assessment is primarily **formative**, taking place within lessons to inform future planning and ensure that key concepts are understood. Teachers use clear, differentiated learning objectives and refer to **year group end points** to assess whether pupils are meeting, working towards or exceeding expectations.

Pupils are given regular opportunities to reflect on and assess their own learning in an age-appropriate way.

We do not assess PSHE through formal testing; instead, progress is recognised through:

- classroom discussion and participation.
- pupils' ability to apply knowledge and skills in different contexts.
- evidence in recorded work and floor books.
- contribution to school life and relationships.
- recognition through values passports and celebration assemblies.

The impact of our PSHE curriculum is evidenced through pupils' ability to meet the identified end points, including:

- demonstrating an understanding of how to keep themselves safe, both online and offline.
- forming and maintaining positive, respectful relationships.
- recognising risk and knowing how to seek help.
- showing respect for diversity and understanding equality.
- making informed decisions about health, wellbeing and their future.

Through this approach, we ensure that PSHE supports both personal development and safeguarding outcomes, and that all pupils are well prepared for the next stage of their education.

Inclusion

We teach age-appropriate PSHE to all children, regardless of gender, identity, sexual orientation, ethnicity, culture, religion or special educational needs and/or disabilities (SEND).

Our teaching is differentiated and personalised to ensure accessibility for all pupils. Learning is adapted to meet individual needs, enabling all children to engage with and understand key concepts.

Our curriculum is adapted to ensure that all pupils, including those with SEND, can access safeguarding and RSHE learning. We recognise that some pupils may be particularly vulnerable to exploitation, bullying, harmful behaviour or abuse, and therefore ensure that key safeguarding messages are explicitly taught, revisited and reinforced using appropriate language, resources, modelling and support.

Equality

At Fairfield Primary School, we are committed to promoting equality, inclusion and respect for all. Our PSHE and RSE curriculum reflects the requirements of the Equality Act 2010 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026.

We ensure that all pupils develop an understanding of equality and respect, including learning about the protected characteristics outlined in the Equality Act 2010. This is taught in an age-appropriate way and is embedded throughout our curriculum, rather than delivered as a stand-alone unit.

Pupils are taught to:

- respect themselves and others.
- recognise and challenge stereotypes.
- understand and celebrate diversity within families, communities and wider society.
- develop positive, respectful relationships with people from different backgrounds.

Teaching about different families and relationships, including those that reflect LGBT people, is integrated into our curriculum at an appropriate point. This ensures that all pupils feel represented and that they develop an understanding of diversity in modern Britain.

We recognise that families may hold a range of beliefs and values. While we respect these, all teaching is delivered in line with statutory guidance and is underpinned by the principles of equality, respect and safeguarding.

Our curriculum is inclusive of all pupils, including those with SEND, and is adapted where necessary to ensure accessibility and understanding for all learners.

Through this approach, we aim to prepare pupils for life in a diverse society, ensuring they are respectful, informed and able to contribute positively to their communities.

Safeguarding

At Fairfield Primary School, safeguarding is at the heart of our PSHE and RSE curriculum. We recognise that high-quality PSHE education plays a vital role in the prevention of harm and in equipping pupils with the knowledge and skills they need to stay safe, both now and in the future.

Our curriculum is designed as a **progressive safeguarding curriculum**, in line with the expectations set out in the Keeping Children Safe in Education 2026 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026. Through carefully sequenced learning, pupils develop an understanding of risk, personal safety, and how to seek help. This includes helping pupils understand how to stay safe from abuse, exploitation and harmful situations.

Safeguarding themes are revisited and built upon across all year groups:

- In **Key Stage 1**, pupils learn about personal safety, including naming body parts, understanding privacy, recognising safe and unsafe touch, and identifying trusted adults. They are taught that their body belongs to them and how to ask for and give permission in everyday contexts.
- In **Lower Key Stage 2**, pupils develop their understanding of boundaries, privacy, and respectful relationships. They learn strategies for managing risk, including online safety, and begin to understand how to recognise and respond to unsafe situations.
- In **Upper Key Stage 2**, pupils are taught about more complex safeguarding issues, including consent, peer pressure, exploitation, and harassment. They learn about healthy

and unhealthy relationships, the importance of respect, and how to seek support for themselves or others.

The concept of **consent** is developed progressively throughout the curriculum. While it is explicitly named and explored in upper Key Stage 2, its foundations are taught from the early years through learning about permission, personal boundaries, and respect for others.

Our curriculum addresses a wide range of safeguarding risks relevant to pupils' lives, including:

- Online safety, including social media use, gaming, cyberbullying, harmful content, and emerging risks such as misinformation, deep fakes and artificial intelligence.
- Physical and mental health risks, including substance misuse, vaping, and emotional wellbeing.
- Relationship risks, including bullying, peer pressure, and sexual harassment.
- Personal safety, including recognising unsafe situations and seeking help.
- Wider safeguarding issues such as knife crime and exploitation, taught in an age-appropriate way.
- Specific safeguarding issues such as Female Genital Mutilation (FGM), taught sensitively and in line with statutory guidance.

Contextual Safeguarding and Responsive Curriculum

Our PSHE and RSE curriculum recognises that safeguarding risks can be influenced by the wider environments in which children live, learn and socialise. In line with the school's Safeguarding Policy, we consider local and emerging safeguarding concerns when reviewing and adapting our PSHE curriculum.

The curriculum responds to the context of our pupils and the local community, including teaching about road and water safety, personal safety in the local community, peer pressure, bullying, risk-taking behaviours, online safety and gaming, anti-social behaviour and making safe and responsible choices. Where emerging concerns are identified through safeguarding records, pupil voice, information from families or partner agencies, the PSHE curriculum can be adapted to provide timely, age-appropriate teaching and discussion.

This responsive approach ensures that PSHE contributes to the school's wider safeguarding strategy and supports pupils to recognise risks, make informed decisions, seek help and keep themselves and others safe. Our approach reflects the school's commitment to Prevent → Educate → Monitor → Respond.

Pupils are explicitly taught how to **recognise when they feel unsafe**, how to **report concerns**, and how to **access support from trusted adults and services**. Pupils are taught about trusted adults and how to access support both within and beyond school.

All PSHE and RSE teaching is delivered in a safe, supportive environment, underpinned by clear ground rules. Pupils are reminded that they should not share personal or sensitive information in lessons. Staff use correct, age-appropriate terminology and respond to questions in an honest and balanced way, always mindful of safeguarding responsibilities.

Staff understand that PSHE and RSE lessons may lead to a disclosure of a safeguarding concern. In such cases, staff will follow the procedures set out in the school's Safeguarding Policy and report concerns immediately to the Designated Safeguarding Lead (DSL). Staff will not promise confidentiality and this is made clear to pupils.

Our PSHE and RSE curriculum is inclusive and recognises that some pupils may be more vulnerable to harm due to their personal circumstances, including those with SEND. Teaching is adapted to ensure all pupils can access safeguarding knowledge and support.

The PSHE subject leader works closely with the Designated Safeguarding Lead and wider safeguarding team to ensure that local and emerging safeguarding concerns inform curriculum planning where appropriate. This may include adapting or supplementing planned PSHE learning to respond to contextual risks affecting pupils and the wider community.

Safeguarding is further strengthened through links with other school policies, including Safeguarding, Online Safety, Anti-Bullying and SEND, and through engagement with external agencies and national safeguarding initiatives.

Through this comprehensive approach, we aim to ensure that all pupils leave Fairfield Primary School with the knowledge, confidence and skills to keep themselves safe and to contribute positively to a safe and respectful community.

Sex Education

In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026, Fairfield Primary School recognises that sex education is not compulsory in primary schools. Our statutory Relationships Education and Health Education curriculum provides age-appropriate teaching about relationships, growing and changing, puberty, body parts, personal safety and healthy relationships.

Sex education beyond the statutory Relationships and Health Education curriculum is not currently taught as a separate programme at Fairfield Primary School. Learning about human reproduction is delivered through the National Curriculum for Science.

All teaching is delivered sensitively and inclusively, with consideration given to the age and developmental needs of pupils. Lessons take place within a safe learning environment. Pupils may ask questions about topics that fall outside the content taught within the school's PSHE and RSE programme. Teachers will respond sensitively, honestly and in an age-appropriate manner, while maintaining the boundaries of the curriculum. Where a question is not appropriate to answer within the lesson, the teacher may signpost the pupil to a trusted adult, parent or carer, or an appropriate source of support. Staff will seek advice from the PSHE subject leader or DSL where necessary. Questions or disclosures that raise safeguarding concerns will be managed in accordance with the school's Safeguarding Policy.

Working with Parents and Carers

Fairfield Primary School recognises the importance of working in partnership with parents and carers in the delivery of Relationships Education, RSE and Health Education. Parents and carers are consulted when the school develops or reviews its RSE policy and are kept informed about the content and purpose of the curriculum. The school is open and transparent about the resources and materials used to teach RSHE. Parents and carers may request to view curriculum materials and are encouraged to discuss any questions or concerns with the school. Where the school identifies a need to adapt or introduce age-appropriate content in response to emerging safeguarding or contextual issues, parents will be informed where this represents a change from the published policy.

Parents' Right to Request Withdrawal from Sex Education

At Fairfield Primary School, we recognise that parents have the right to request that their child be withdrawn from some or all **non-statutory sex education**, in line with Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026. However, it is important to note that pupils **cannot be withdrawn from statutory content**, which includes:

- Relationships Education
- Health Education (including puberty)
- National Curriculum Science

At Fairfield Primary School, the majority of our PSHE and RSE curriculum is statutory. Puberty is taught as part of Health Education within the 'Growing and Changing' unit and is therefore compulsory for all pupils.

Any teaching about human reproduction is delivered within the National Curriculum for Science, where pupils are required to learn about the human life cycle and how mammals reproduce. As this forms part of the statutory science curriculum, it is **not subject to the right to withdraw**. If any additional, non-statutory sex education content is delivered, parents will be informed in advance and will have the opportunity to discuss the content with the school before deciding about withdrawal.

Where a request for withdrawal is made, the Headteacher will discuss the request with the parent/carer and, where appropriate, the pupil, to clarify the nature and purpose of the content and consider the implications of withdrawal.

We strongly encourage parents to discuss any concerns with the school so that we can work together in the best interests of the child. Parents are welcome to view teaching materials and resources, and to speak with Mrs Marshall (PSHE and RSE lead) for further information.

Roles and Responsibilities

- The Governing Body approves the policy and holds the headteacher and subject lead to account for its implementation
- Mrs L Marshall – DSL, SLT and Subject Lead
- Mr R Birtwhistle – Safeguarding Lead
- Mr N Steel – Computing/E -Safety Lead
- Mr P Fox - P.E Lead
- Mrs A Dunford, Mr N Steel and Mrs L Calvert – SEND team.

Monitoring and Review

Monitoring of PSHE is the responsibility of the headteacher, governing body and the PSHE subject leader.

The PSHE subject leader provides strategic leadership for the subject and is responsible for ensuring the quality of teaching and learning across the school. This includes:

- monitoring pupils' work and outcomes
- gathering pupil and staff voice
- reviewing planning and curriculum delivery
- ensuring progression and consistency across year groups

The subject leader also supports staff through guidance, training and the sharing of best practice, ensuring that teaching reflects current guidance and responds to emerging needs.

The impact of the PSHE curriculum is regularly reviewed to ensure it continues to meet the needs of pupils and reflects local, national and global issues.

This policy will be reviewed every two years, or earlier if required, to ensure it remains up to date with statutory requirements and best practice.

Links with other curriculum areas:

PSHE is supported and enriched through links with other curriculum areas:

- **English** – skills in enquiry, communication, speaking and listening, including discussion and debate, alongside writing tasks linked to PSHE topics
- **Maths** – aspects of financial capability and economic wellbeing
- **Science** – drugs, body parts and puberty, healthy lifestyles and the environment
- **History** – significant events, diversity within societies and influential individuals
- **Geography** – environmental issues, sustainability and global awareness
- **R.E.** – moral and ethical beliefs, values and relationships
- **P.E.** – healthy lifestyles and physical wellbeing
- **Computing** – online safety, cyberbullying and digital responsibility
- **D.T.** – healthy eating and food choices

Oracy is a key thread across the curriculum. Pupils are given opportunities to develop their speaking and listening skills through discussion, debate and collaborative learning, enabling them to articulate their ideas clearly and confidently.

This policy will be reviewed every two years.

Person to initiate review: Mrs L Marshall

Approved by: Head teacher and Governing Body

Date of last review: