

St Mary's C Of E Primary Academy



PSHE Relationships and Health Education Policy

*Personal Social Health and Economic Education
Relationships Education Health Education and Primary Sex Education*

Policy owner	Mrs Freeman - Assistant Head Teacher. Education Lead
Headteacher	Mrs Booker
Approval body	Local Governing Body
Approval date	TBC
Next review	September 2027 or earlier if statutory guidance changes

This policy should be read alongside the school's safeguarding and child protection, online safety, behaviour, anti-bullying, equality, SEND and curriculum policies.

1 Purpose & Scope

This policy explains how St Mary's C of E Primary Academy provides Personal, Social, Health and Economic education (PSHE), including statutory Relationships Education and Health Education, and how the school manages any non-statutory primary sex education. It applies to all pupils from Reception to Year 6.

Our provision supports the school vision and values of Love, Peace and Hope and our commitment that every child flourishes, grows in confidence and learns to live well with others. It is rooted in respect for the dignity and worth of every person and reflects our Christian character, the diverse community we serve and our duties under the Equality Act 2010.

2 Statutory Framework

This policy has been prepared with regard to the Department for Education statutory guidance Relationships Education Relationships and Sex Education and Health Education, revised for introduction on 1 September 2026. It also reflects the following legislation and guidance:

- Children and Social Work Act 2017 and the Relationships Education Relationships and Sex Education and Health Education England Regulations 2019
- Education Act 1996 and Education Act 2002
- Equality Act 2010 including the public sector equality duty
- National Curriculum for Science
- SEND Code of Practice 0 to 25 years
- Keeping Children Safe in Education and the school's current safeguarding procedures

Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in state-funded schools. Primary schools must teach the relevant National Curriculum science content. Primary sex education beyond science is not compulsory, although the DfE recommends that primary schools teach it in Year 5 and/or Year 6.

3 Aims

Through a carefully sequenced and inclusive curriculum, pupils will:

- develop the knowledge, language and skills needed to form safe, healthy and respectful relationships
- understand families and friendships in ways that reflect the range of loving and stable family arrangements in modern Britain
- recognise boundaries, privacy, consent, pressure, unsafe behaviour and how to seek help
- develop physical and mental health literacy, including learning about puberty, menstruation, hygiene, healthy lifestyles and basic first aid
- learn to stay safe online and to respond appropriately to harmful or worrying content and contact
- build self-respect, empathy, resilience, responsibility and respect for difference
- gain age-appropriate economic understanding and preparation for later life
- use accurate vocabulary, including correct names for body parts, so they can communicate clearly and keep themselves safe

4 Curriculum Organisation

4.1 Muse Wellbeing

The school uses Muse Wellbeing to support PSHE planning and delivery across Key Stage 1 and Key Stage 2. Muse provides structured lessons, curriculum overviews, progression and statutory mapping for Relationships

Education, Health Education and wider PSHE. The school remains responsible for its curriculum. Leaders review and adapt Muse materials so that teaching reflects pupils' age and stage, prior knowledge, SEND, safeguarding needs, statutory guidance, our Christian character and the needs of our community.

In Reception, relevant learning is developed through the Early Years Foundation Stage, particularly Personal Social and Emotional Development and Understanding the World, with age-appropriate use of supporting resources.

4.2 What is taught

Area	Status	Main learning
Relationships Education	Statutory	Families and people who care for us; caring friendships; respectful relationships; online relationships; and being safe.
Health Education	Statutory	Mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs alcohol and tobacco; health and prevention; basic first aid; and the changing adolescent body.
Science	Statutory	Relevant biological content, including life cycles, human growth and development, puberty and reproduction as set out in the National Curriculum.
Wider PSHE	School curriculum	Wellbeing, safety, citizenship, responsibility, economic understanding, community, aspirations and preparation for later life.
Primary sex education	Non-statutory beyond science	In upper Key Stage 2, a factual and age-appropriate explanation of human conception, pregnancy and birth. This is clearly identified to parents in advance.

4.3 Delivery and sequencing

PSHE is taught through planned lessons, normally by the class teacher, and is reinforced through the wider curriculum, collective worship, assemblies, pastoral support and the life of the school. Teaching is sequenced so that pupils revisit important concepts, deepen their knowledge and learn protective skills before they are likely to need them. Teachers use baseline assessment, questioning, discussion, pupil work and reflection to check understanding and address misconceptions.

Biological aspects are taught through science where they belong to the National Curriculum. Related moral, relational and values-based learning may also connect with Religious Education. Staff make clear which subject content is being taught and whether it is statutory.

5 Primary sex education

St Mary's believes pupils should leave primary school with a factual, age-appropriate understanding of human reproduction. In upper Key Stage 2, the school therefore teaches a limited amount of primary sex education beyond the National Curriculum for science. This explains, in a safe educational context, that sexual intercourse can lead to conception and how pregnancy and birth follow. It does not promote sexual activity.

Before this content is taught, the school will tell parents and carers what will be covered, when it will be taught and which materials will be used. Materials will be available for parents and carers to view on request. The school will consult parents and carers about the content of primary sex education and will offer information to help families continue conversations at home.

6 Parents & Carers

6.1 Openness and Consultation

Parents and carers are the first educators of their children. The school will consult them when developing or reviewing this policy and will communicate significant curriculum changes. Curriculum overviews, this policy and supporting information will be published on the school website. A paper copy will be provided free of charge on request. Questions may be directed to Mrs Freeman, Education Lead, through the school office.

6.2 Withdrawal

Parents and carers do not have the right to withdraw a pupil from Relationships Education, Health Education or statutory science, including science content relating to puberty or reproduction.

A parent or carer may request that their child is withdrawn from some or all non-statutory primary sex education. Requests should be made in writing to the headteacher. Before granting the request, the Education Lead will normally meet with the parent or carer and, where appropriate, the child to clarify the content and purpose of the curriculum and discuss the possible effects of withdrawal. In a primary school, the headteacher must grant the request for content outside statutory science. The discussion and decision will be recorded. A pupil who is withdrawn will receive appropriate, purposeful education during the lesson.

7 Safe, Inclusive & Age-appropriate Teaching

7.1 Ground Rules and Questions

Teachers establish clear ground rules that support respectful discussion and protect personal privacy. Pupils are not asked to share personal experiences. Questions are answered honestly, factually and in language appropriate to pupils' age, maturity and prior learning. Staff may defer a question so that they can check accuracy, consult a senior leader or speak with a parent or carer where appropriate. Questions that are not suitable for a whole-class response are managed sensitively.

7.2 Equality Faith and Respect

Teaching is inclusive and does not discriminate against or harass pupils. Pupils learn the importance of equality, kindness and respect and encounter families that include, among other arrangements, same-sex parents. This content is integrated naturally when families and relationships are discussed. The school may explain Christian perspectives and other faith perspectives, clearly identifying when a view reflects religious belief while teaching the facts and law accurately and promoting respectful discussion.

Teaching about biological sex and gender reassignment follows the 2026 statutory guidance. Staff teach facts and law accurately, avoid reinforcing stereotypes and do not present contested views as settled fact. Bullying or disrespectful language or behaviour is never acceptable.

7.3 SEND and Accessibility

Teaching is adapted so that pupils with SEND can access essential knowledge and protective skills and are prepared for adulthood. Adaptations may include pre-teaching vocabulary, visual supports, smaller learning steps, repetition, concrete examples, reduced language load, additional processing time or targeted teaching. Staff remain alert to the increased vulnerability of some pupils with SEND to bullying, abuse, exploitation and harmful online behaviour. Adaptation will preserve the intended safeguarding content rather than remove it.

8 Safeguarding & Confidentiality

PSHE and RSHE are taught in ways that help pupils recognise trusted adults, boundaries, unsafe contact, pressure and abuse and know how to report concerns. Staff make clear that abuse is never the child's fault and that a pupil should keep seeking help until heard.

A lesson may lead to a disclosure. Staff must not promise confidentiality. Any concern or disclosure is handled in accordance with the school's safeguarding and child protection policy and reported promptly to the Designated Safeguarding Lead or a deputy.

9 Resources

Resources, including Muse materials, are quality assured for accuracy, age-appropriateness, accessibility, equality, safeguarding value and consistency with this policy. Parents may request to see materials used for RSHE.

10 Roles & Responsibilities

Role	Responsibility
Local Governing Body	Approves the policy; assures itself that statutory duties are met; and holds the headteacher to account for implementation.
Headteacher	Ensures implementation, staffing and training; makes decisions on withdrawal requests; and ensures parents receive clear information.
Education Lead	Leads curriculum design and statutory mapping; reviews Muse resources and local adaptations; supports staff; monitors quality and progression; coordinates parent communication and consultation; and reports to leaders and governors.
Teachers and other staff	Deliver agreed content sensitively and accurately; adapt teaching; assess learning; maintain professional boundaries; and follow safeguarding procedures. Staff with concerns about delivery should speak to the lead or headteacher.
Pupils	Engage in learning, respect agreed ground rules and the rights of others, and seek help when they need it.

11 Staff Development

The PSHE and RSE Lead identifies training needs through monitoring, staff feedback and curriculum review. Staff receive guidance on subject knowledge, facilitation of sensitive discussion, safeguarding, SEND adaptation, use of resources and changes to statutory guidance. Staff are expected to teach the agreed curriculum; concerns should be raised promptly so that appropriate support can be provided.

12 Monitoring Evaluation & Review

The PSHE and RSE Lead monitors provision through curriculum mapping, review of planning and pupils' work, pupil voice, staff feedback, lesson visits and discussion with parents and carers. Monitoring considers statutory coverage, sequencing, inclusion, accessibility, teaching quality and pupils' ability to use key knowledge and protective skills.

The Local Governing Body reviews this policy annually. It will be reviewed sooner if statutory guidance, legislation, safeguarding practice, the Muse curriculum or the needs of the school community change. The current policy will be published on the school website and made available free of charge on request.

13 Related Policies & Documents

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour Policy and Anti-Bullying Strategy
- Equality Information and Objectives
- SEND Policy and SEND Information Report
- Curriculum Policy
- Complaints Policy
- Muse Wellbeing curriculum overview and statutory mapping

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Appendix 1 Request for withdrawal from non-statutory primary sex education

Complete this form only if you wish to request withdrawal from the identified non-statutory primary sex education content. There is no right to withdraw from Relationships Education, Health Education or National Curriculum science.

Pupil name	
Class	
Parent or carer name	
Contact details	
Content from which withdrawal is requested	
Reason for request	
Any information the school should consider	
Parent or carer signature	
Date	

For school use

Meeting date	
People present	
Decision and agreed arrangements	
Headteacher signature	
Date	

Appendix 2 Website Wording

The following wording can be used on the school's PSHE curriculum webpage alongside the policy, curriculum overview and statutory mapping.

PSHE Relationships Education and Health Education

At St Mary's, PSHE helps pupils develop the knowledge, skills and understanding they need to stay healthy and safe, build respectful relationships and prepare for life. It includes statutory Relationships Education and Health Education alongside wider learning about wellbeing, responsibility, community, economic understanding and personal development.

Our curriculum

PSHE is taught through planned lessons from Reception to Year 6 and reinforced through the wider curriculum and life of the school. Learning is carefully sequenced so that pupils revisit important ideas, build their understanding and learn age-appropriate protective skills.

Using Muse Wellbeing

We use Muse Wellbeing to support PSHE planning and delivery. Muse provides structured lessons, curriculum overviews, progression and statutory mapping for Relationships Education, Health Education and wider PSHE. School leaders review and adapt resources to reflect our pupils, community, Christian character, statutory guidance and local decisions.

Policy and information for parents and carers

Our PSHE Relationships and Health Education Policy explains what is statutory, how teaching is organised, how sensitive content is handled and how any non-statutory primary sex education is managed. Parents and carers can view the policy, curriculum overview and statutory mapping on this page. Paper copies are available free of charge from the school office.

Parents and carers with questions can contact Mrs Freeman, Education Lead, through the school office. Before non-statutory primary sex education is taught, families are informed about the content and materials and about the right to request withdrawal from that content. Pupils cannot be withdrawn from Relationships Education, Health Education or National Curriculum science.

Useful links

- PSHE Relationships and Health Education Policy September 2026
- PSHE curriculum overview
- Statutory Relationships Education and Health Education mapping
- Muse Wellbeing primary PSHE curriculum information
- Muse Wellbeing information for parents and carers

References

- Department for Education Relationships Education Relationships and Sex Education and Health Education statutory guidance effective 1 September 2026
- Department for Education What academies and further education colleges must or should publish online
- Muse Wellbeing Primary PSHE and RSHE Policy Guidance
- Muse Wellbeing School Website Content Guide