



# **PSHE (Personal, Social, Health and Economic Education)**

## **RSE (Relationships, and Sex Education)**

### **Policy**

<b>Name of school</b>	Blaydon West Primary School
<b>Date of policy</b>	01.9.2026
<b>Member of staff responsible</b>	S Brown
<b>Review date</b>	June 2027

#### **Context**

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, a PSHE/RSE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

#### **Policy Statement**

At Blaydon West Primary School, we believe that Personal, Social, Health and Economic (PSHE) education is fundamental to every child's personal development, wellbeing and future success. Through a carefully planned and inclusive curriculum, we aim to equip pupils with the knowledge, understanding and skills they need to stay safe, healthy and prepared for life in modern Britain.

In line with statutory guidance from the Department for Education, the school provides Relationships Education and Health Education as part of its Relationship and Sex Education (RSE) curriculum. These subjects are delivered in a way that is age-appropriate, inclusive and reflective of the needs of our pupils and community, while promoting the school's values and ethos.

Our PSHE and RSE curriculum supports pupils to develop positive relationships, emotional literacy, resilience, self-awareness, confidence and respect for others. It helps pupils understand their rights and responsibilities, appreciate diversity, make informed decisions and contribute positively to their communities. We recognise that children are growing up in an increasingly complex and connected world. Therefore, our PSHE and RSE curriculum provides opportunities for pupils to develop the knowledge and skills needed to navigate both online and offline relationships safely, respectfully and confidently.

We utilise the Kapow Primary PSHE/RSE scheme as a supplementary resource to inform and strengthen curriculum planning and delivery. This ensures a coherent and progressive curriculum that fully covers statutory requirements and supports best practice in PSHE/RSE education.

## **Aims**

The aims of PSHE and RSE at Blaydon West Primary School are to:

- Promote pupils' physical, emotional, social and mental wellbeing.
- Develop confidence, resilience, self-esteem and independence.
- Support pupils to understand and manage their emotions effectively.
- Enable pupils to form and maintain healthy, respectful and positive relationships.
- Teach pupils how to stay safe, including online and how to recognise and respond to risk.
- Encourage pupils to adopt healthy lifestyles and make informed choices about their wellbeing.
- Support understanding and appreciation of diversity, equality and inclusion.
- Develop responsible, active citizens who understand and uphold British Values.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Support pupils to understand future education and career opportunities available to them.
- Support safeguarding by ensuring pupils know when, where and how to seek help.
- Encourage pupils to 'live' their learning by applying the knowledge, skills and values developed through PSHE and RSE to everyday situations within Blaydon West and the wider community.

## **What do we teach when and who teaches it?**

### **Whole-school approach**

At Blaydon West Primary School, we place a great emphasis on the importance of our pupils developing knowledge, skills and attributes to help them to stay healthy, safe and prepare them for their future. Lessons build on progression and are age appropriate using our bespoke curriculum, which is supplemented by the Kapow Primary PSHE/RSE scheme. British values and protected characteristics are promoted through the curriculum, assemblies, wider opportunities, visits, discussion and literature.

Our PSHE and RSE curriculum is delivered through six progressive curriculum themes that are revisited and developed throughout each year group. Each theme builds pupils' knowledge, skills and understanding while promoting the school's values and supporting statutory Relationships Education, Health Education and safeguarding requirements.

PSHE and RSHE is taught through a discrete 45-minute lesson each week. Learning is then embedded throughout school life, with pupils encouraged to practise and apply the knowledge, skills and values they have developed through everyday interactions, experiences and opportunities across the school community.

In addition to these curriculum themes, pupils participate in a range of themed days, enrichment activities and assemblies throughout the year. These opportunities deepen pupils' understanding of key concepts, raise awareness of important local, national and global issues, and celebrate significant events and achievements.

The table below outlines the six curriculum themes taught across the school. Whilst the themes remain consistent, the knowledge, skills and understanding taught within each theme are carefully sequenced to deepen and broaden learning as pupils progress through each year group.\*

\*(see the PSHE/RSE curriculum progression document for further details)

<b>Unit</b>	<b>Theme</b>	<b>Content</b>
<b>Unit 1:</b>	Being Me in Blaydon West Primary School	This unit develops pupils' understanding of their role within the classroom, school and wider community. Pupils explore rights and responsibilities, the Rule of Law, decision-making, citizenship and how they can contribute positively to school life. As pupils progress through the school, they learn how their actions affect others and how they can become active, responsible members of society.
<b>Unit 2:</b>	We Are All Different at Blaydon West Primary School	This unit promotes equality, diversity and inclusion. Pupils learn about similarities and differences, protected characteristics, respect, fairness and belonging. They develop an understanding of prejudice, stereotyping, discrimination and bullying, and learn how to celebrate diversity while creating an inclusive community where everyone feels valued.
<b>Unit 3:</b>	Building Relationships at Blaydon West Primary School	This unit focuses on developing positive relationships with family members, friends and the wider community. Pupils learn communication, empathy, conflict resolution and relationship skills. As they move through school, they explore healthy and unhealthy relationships, online relationships, bereavement and loss, and learn how relationships contribute to wellbeing and personal safety.
<b>Unit 4:</b>	Keeping Healthy at Blaydon West Primary School	This unit enables pupils to develop the knowledge and skills needed to make informed choices about their physical and mental health. Learning includes healthy lifestyles, nutrition, physical activity, sleep, personal hygiene, emotional wellbeing, online influences, risk-taking behaviours, peer pressure, and age-appropriate education about smoking, vaping, alcohol and other substances.
<b>Unit 5:</b>	Aiming High at Blaydon West Primary School	This unit encourages pupils to develop aspirations for their future and believe in their ability to achieve their goals. Pupils explore different careers, challenge stereotypes and learn about the skills and qualities needed for the world of work. They also develop an understanding of economic wellbeing, including the value of money and making responsible financial choices.

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<b>Unit 6:</b>	Growing and Changing at Blaydon West Primary School	This unit supports pupils in understanding growth, development and change throughout life. Pupils learn about body changes, puberty, personal hygiene, emotional development and self-care. Statutory Relationships and Sex Education is taught within this unit in an age-appropriate manner, preparing pupils for adolescence and supporting positive self-esteem and wellbeing.
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Throughout all units, the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance are explicitly taught and revisited to support pupils in becoming responsible, respectful and active citizens. Pupils also develop an understanding of the protected characteristics helping to promote an inclusive school community where everyone is valued, respected and treated with dignity.

### **Statutory Relationships and Health Education**

This policy has been developed in accordance with the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education issued by the Department for Education and implemented from September 2026. Relationships Education is compulsory for all pupils in primary schools, and Health Education is compulsory in all state-funded schools.

At Blaydon West Primary School, PSHE, Relationships Education and Health Education are delivered through a broad, balanced and progressive curriculum that supports pupils' spiritual, moral, cultural, mental and physical development. The curriculum equips pupils with the knowledge, skills and attributes needed to form positive relationships, keep themselves safe and healthy, understand and manage risk, and prepare for the opportunities, responsibilities and experiences of later life.

The curriculum reflects the challenges and opportunities of modern life, including those encountered online. Through age-appropriate and inclusive learning, pupils develop an understanding of healthy relationships, emotional wellbeing, personal safety, equality, diversity and respect. Learning also supports pupils in becoming responsible, active citizens who can contribute positively to their school community and wider society.

In line with statutory guidance, the school delivers this content through a carefully planned programme of learning that meets the needs of all pupils and is underpinned by safeguarding principles and the promotion of British Values. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

### **Relationships Education**

#### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

## **Health Education**

### ***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body (puberty)'.

## **Sex Education**

### ***What does the DfE statutory guidance on Sex Education expect children to know by the time they leave primary school?***

The Department for Education does not require primary schools to teach Sex Education beyond the content contained within the National Curriculum for Science and the statutory requirements for Relationships Education and Health Education. However, schools may choose to provide age-appropriate Sex Education to meet the needs of their pupils and prepare them for the transition to secondary school.

At Blaydon West Primary School, we believe that pupils should develop an age-appropriate understanding of human reproduction and the process of conception and birth before leaving primary school. This learning is delivered sensitively and appropriately through our PSHE/RSE curriculum in Unit 5 (Growing and Changing at Blaydon West Primary School) and builds upon the knowledge taught through the Science curriculum.

## **Parents' right to request their child be excused from Sex Education**

Parents and carers have the right to request that their child be withdrawn from some or all non-statutory Sex Education delivered as part of the PSHE/RSE curriculum. Requests should be made to the Headteacher and will be discussed with parents to ensure they are fully informed about the content and purpose of the lessons.

At Blaydon West Primary School, the statutory elements of Relationships Education, Health Education and the National Curriculum for Science are taught to all pupils and children cannot be withdrawn from these aspects of the curriculum. This includes learning about puberty, body changes during adolescence, personal hygiene and human development, which are delivered through the Growing and Changing at Blaydon West Primary School unit and the Science curriculum.

The school defines non-statutory Sex Education as learning that explicitly covers human reproduction, conception and birth beyond the requirements of the National Curriculum for Science. Parents may request that their child be withdrawn from these specific lessons that explicitly teach this. i.e. Within Unit 5 Growing and Changing at Blaydon West Primary School.

## **Equality, Diversity and Inclusion**

### **This policy will inform the school's Equalities Plan.**

This policy supports the school's commitment to equality, diversity and inclusion and should be read alongside the school's Equality Policy.

At Blaydon West Primary School, we believe that every pupil is entitled to a high-quality PSHE, Relationships Education and Health Education curriculum that is inclusive, age-appropriate and accessible to all. Teaching reflects the diverse society in which we live and promotes respect, dignity and equality for all individuals.

In accordance with the Equality Act 2010, pupils develop an understanding of the protected characteristics and learn the importance of treating others with kindness, respect and fairness. Through the curriculum, pupils are taught to value diversity, challenge stereotypes and recognise that families, relationships and communities may differ from their own experiences. Learning is delivered sensitively and in a manner that is appropriate to the age and developmental stage of pupils. We recognise and respect the backgrounds, beliefs and values of all members of our school community while ensuring that teaching remains factual, inclusive and compliant with statutory guidance. Our curriculum promotes an inclusive school culture where all pupils feel safe, valued, respected and represented, preparing them to participate positively in a diverse and modern society.

Our PSHE/RSE policy is informed by existing DfE guidance:

- [Relationship Education, Relationships and Sex Education \(RSE\) and Health Education](#) (Statutory Guidance 2025, implemented from September 2026)
- [Keeping Children Safe in Education](#) (statutory guidance)
- [Working Together to Safeguard Children](#) (statutory guidance)
- [The Prevent Duty Guidance for England and Wales](#)
- [Equality Act 2010](#)
- [Special Education Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Sexual Violence and Sexual Harassment Between Children in Schools](#) (advice for schools)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

### Monitoring and Review

The governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Resources Committee gives serious consideration to any comments from parents about the PSHE and RSE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school’s ethos.

### Policy Review

This policy is reviewed annually.

Signed Headteacher:	
Date of review:	
Date of next review:	