LDST PSHE, including Relationships and Sex Education, Policy (PSHE/RSE)

Policy rationale

Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through a planned approach to PSHE, we promote the development of the whole child.

In our distinctly Christian schools, we strive to enable children of all faiths and none to know how to love and to be loved, and so through this policy we aim to support, encourage, empower, love and equip each of our children so that they can flourish during their time at school and throughout their adult lives.

The purpose of this PSHE, Relationships and Sex Education (PSHE/RSE) Policy is to set out the ways in which our school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life. Through our policy and curriculum, we focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health.

Aims of our Policy

The Beacon C. of E. Primary School provides a PSHE programme that follows the continued statutory requirement to include RSE and Health education in their curriculum from September 2026.

We aim:

- To teach PSHE as a positive subject – supporting children to thrive in their communities, lives and future workplaces.
- To ensure the PSHE curriculum is a preventative curriculum that positively safeguards all of our children
- To develop PSHE as a cohesive curriculum that covers all aspects, and is sequenced towards the end of KS2 endpoints, as set out in the RSHE guidance, taking account of the specific context of the school and the community.
- To develop a curriculum, underpinned by teaching the importance of kindness, care, and empathy, that addresses cultures of misogyny and teaches that sexual violence and sexual harassment are always wrong.
- To teach, in a way that is sensitive to the cultural backgrounds and identities of all pupils, about healthy and respectful relationships and healthy lifestyles,
- To equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- To ensure that all children:
    - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
    - ✓ develop their self-esteem, body confidence and sense of responsibility.
    - ✓ are able to name parts of the body and describe how their body works.
    - ✓ are prepared for puberty.
    - ✓ are taught the knowledge and skills to keep themselves safe, both on and off-line, and know when and how to ask for help and support.
    - ✓ Understand how physical and mental well-being are inter-connected

How do we achieve these aims?

We ensure that curriculum content is relevant to the age, experience and maturity of pupils.

We acknowledge that any aspects of PSHE can be personal to members of our class and are sensitive in how we approach topics; we never make judgements or use language that may stigmatise.

PSHE is delivered by class teachers who know the children and are trained to deliver lessons sensitively and knowledgably, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

We have a range of strategies to ensure lesson are as safe as possible and that children have a sense of belonging as they explore some sensitive topics., including:

- Establishing ground-rules for the class
- Using distancing techniques
- Avoiding shock, fear or shame tactics
- Handling questions and concerns sensitively
- Using carefully selected resources to meet the learning objectives in an age-appropriate and relevant way for the children in our school.

As with all curricular areas we encourage children to take an active role in their learning during PSHE sessions and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

PSHE lessons regularly include signposting to trusted adults/other agencies so that children know how and where to make any disclosures or discuss any concerns.

Our PSHE Curriculum

PSHE is an umbrella term for a planned programme of learning opportunities and experiences, including relationships education, health education and non-statutory aspects of PSHE including primary sex education and strands relevant to our context. This programme helps children and young people grow and develop as individuals and as members of families and communities. It equips them with knowledge, understanding and practical skills, appropriate to their age, ability and maturity, in order to live healthy, safe, fulfilled and responsible lives, both on and off-line.

This programme includes:

- **relationships education** (RSE), which must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *2025 DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which states: "The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."
- **Health education** starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop

emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

- **Sex education**: it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. In our schools we define sex education as lessons about conception and birth. Whilst not compulsory in primary schools, it is vital that we teach sex education to prepare children both for the next stage in their education and their future experiences and responsibilities in life.

- **Online Safety** - Online safety is taught as part of RSHE, including digital relationships, online influence, artificial intelligence content, and the impact of algorithms on beliefs, behaviour and wellbeing.

What do we teach and who teaches it?

At The Beacon we have a bespoke PSHE curriculum that includes statutory Relationships and Health Education. The table below gives the learning theme of each of the six half terms which are taught across the school; The learning deepens and broadens every year.

PSHE Curriculum

At The Beacon, we allocate one lesson of PSHE per week in order to teach PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: including celebration assemblies, Thinking Thursdays, whole-school events, through children to child, adult to child and adult to adult relationship across school. We aim to live out what we have learnt and apply it every day to situations in and outside of school.

Class teachers deliver their weekly lessons to their own class.

Equality

All schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149), when teaching RSHE.

All children should see themselves, and their families, as represented. We therefore ensure that PSHE resources are relatable, and topics are taught in a way which are inclusive and ensure children know that they belong. Different family types are represented in our curriculum, including same-sex parents along with other family arrangements.

Pupils should understand the importance of equality and respect and have an awareness of the protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

When teaching LGBTQ+ matters we ensure that the teaching is sensitive and age appropriate in our approach and content. We ensure when we teach out pupils about LGBTQ+ we fully integrate this content into our curriculum rather than stand-alone lessons.

Pupils are taught to respect all individuals, including those with protected characteristics, in line with the Equality Act 2010. They are also taught to actively challenge stereotypes, discrimination and harmful attitudes, including misogyny and prejudice (age appropriate)

Sexual Identity, Sexual Orientation and Gender Identity.

At The Beacon it is our aim to deal sensitively and honesty with questions of sexual orientation and gender identity, answering questions appropriately and offering support to our pupils. Young people, whatever their developing sexuality or gender identity, need to feel that relationships and sex education is also relevant to them.

Pupils with special educational needs and disabilities (SEND)

Teaching at our school is developed to ensure PSHE is accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. PSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Pupils are explicitly taught to recognise and respond to harmful, coercive and exploitive behaviours, including those that occur between peers, both online and offline.

Whilst we try to keep conversations within the classroom, pupils know that confidentiality can never be guaranteed, staff **will not** promise confidentiality and disclosures will be shared with the Designated Safeguarding Lead.

Engaging with parents and the right to withdraw

We believe in the importance of schools and families working in partnership. This is because teachers, parents/carers, pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish. We therefore are pro-active in ensuring our parents/carers are well informed about curriculum content, vocabulary, and how to discuss and answer questions about sensitive topics.

At The Beacon school, we want to equip parents to continue conversations started in class. Therefore in consultation meetings, we share a representative sample of the resources that we plan to use and, if requested, ensure that parents can view all curriculum materials used to teach RSHE. Parents should know that the materials must not be shared more widely, due to copyright laws.

Parents ***do not*** have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. These lessons include:

- Relationship Education
- Health Education (Mental wellbeing, physical health, hygiene, sleep, puberty and basic first aid)

Parents ***do*** have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. These lessons include:

- Basic explanation of how babies are conceived.
- Age-appropriate introduction to sexual reproduction.
- Early discussions of sexual relationships.

Statutory Content (DfE 2019)

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety/digital lives and harms
- Physical health and fitness

- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Before granting any request for withdrawal of a child from sex education, we will meet with parents/carers, and the child if appropriate, to discuss and understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will always document this discussion to ensure a record is kept. Following this discussion, the head teacher will grant a request to withdraw a pupil from specific lessons covering reproduction and birth in PSHE, as set out above. This is other than statutory content that is taught as part of the science curriculum.

When a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Monitoring and evaluation of PSHE

The cohesive PSHE programme will be regularly monitored and evaluated to ensure that it is meeting our aims as set out in this policy, to the same standard as all other curriculum subjects.

Leaders ensure that teachers are kept up to date with PSHE information and have access to high quality training. All staff delivering RSE receive regular, up to date training including safeguarding updates, handling disclosures and emerging risks such as online harms.

Assessment in PSHE is formative and includes pupil voice, discussion, and teacher observation to evaluate understanding and inform future planning. PSHE is not formally graded.

Appendix 1: Monitoring Audits

Governors and Trustees	RAG
1. Do governing boards and proprietors of academy trusts make sure that all pupils make progress in achieving the expected educational outcomes?	
2. Do governing boards and proprietors of academy trusts make sure that teaching is accessible to all pupils with SEND?	
3. Do governing boards and proprietors of academy trusts make sure that curriculum content and teaching materials are aligned with the RSHE statutory guidance?	
4. Do governing boards and proprietors of academy trusts make sure clear information is provided for parents/carers on the subject content, teaching materials and external providers?	
5. Do governing boards and proprietors of academy trusts make sure clear information is provided for parents/carers on the right to request that their child is withdrawn from sex education?	
6. For schools with a designated religious character - Do governing boards and proprietors of academy trusts make sure that the religious ethos of their school is maintained and developed?	

Policy	RAG
1. Does the setting have a up-to-date written policy for PSHE, including RSE?	
2. Does the setting proactively engage and consult with parents/carers in developing and reviewing the policy?	
3. Does the setting provide a copy of the policy free of charge to anyone who asks for one?	
4. Is the relationships education (and sex education if taught) policy published on the website?	
5. Does the setting have a policy for health education (not required but advised)?	
6. If the setting has a health education policy does it set out how health education will be taught?	
7. Does the policy set out the subject content including how and when it will be taught?	
8. Does the policy make clear who is responsible for teaching RSE?	
9. Does the policy include details and information about any external providers used?	
10. Does the policy differentiate between relationships and sex education?	
11. Does the policy include information about a parent's right to request their child is withdrawn from sex education?	
12. Does the policy explain how content will be made accessible to all pupils including those with SEND?	
13. Does the policy describe how the subject is monitored and evaluated?	
14. Does the policy set out how parents/carers can view curriculum materials?	

15. Does the policy explain how teachers will answer questions about topics in sex education that the school does not cover (if primary) or that relates to sex education from which the child has been withdrawn?	
16. Does the policy explain how it has been produced?	
17. Does the policy explain who approve the policy?	
18. Does the policy explain how and when it will be reviewed?	
19. Does the policy explain how teachers will answer questions, with an emphasis on supporting the child	

Teacher Checklist when working with External Contributors	
1. Are you aware of the aims and objectives being delivered by the external contributor?	
2. Does the external contributor complement and not replace teacher led activities?	
3. Is the external contributor aware of the relevant school policies e.g. PSHE, safeguarding, handling disclosures?	
4. Have the learning outcomes of the session been agreed upon by the external contributor and lead teacher?	
5. Is the methodology and content age- appropriate?	
6. Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
7. Has the external contributor been made aware of the group sizes and the pupils' needs, ability and age?	
8. Have the pupils been appropriately prepared i.e. in previous lessons or before the session/event?	
9. Has follow-up been planned and does the learning need to be extended into a further lesson?	
10. Have all relevant staff (i.e. pastoral support) been informed and made aware of the planned session?	
11. Have parents been informed appropriately and does permission need to be obtained?	
12. Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
13. Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
14. Have you checked what equipment (technical or otherwise) is needed by the contributor?	
15. Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
16. Have you checked the visitors' DBS status if appropriate?	
17. Have you agreed fees, expenses or the cost of resources?	

Appendix 2

Dear Parents / Carers

Throughout the year, your child has been taking part in statutory Relationships Education lessons. This term, we will be introducing aspects of Sex Education to these lessons. This will take the form of a series of x lessons that will be delivered in an age appropriate manner and will build upon the knowledge gained in their National Curriculum Science lessons. These sessions will be delivered by….(insert either teacher or outside agency, within the presence of the teacher.)

Church of England schools have the right to teach this according to the tenets of their faith, whilst still being consistent with the requirements of the Equality Act. They have flexibility of **how** to teach this that allows delivery within the integrity of the Christian ethos and in such a way that the school community, especially the children, experience "life in all its fullness."

We would like to invite you to view a sample of the materials and resources that will be used to teach your child's class. This will be an opportunity to raise any questions you may have with the teacher and will support you to continue conversations at home with your child. This will take place on….(insert date, time & location)

Following this, if you feel that you would like to exercise your right to withdraw your child from these non-statutory sessions and take a more active role in being the primary educator for this information at home, please request a meeting with the headteacher in the first instance, as per our policy.

Should you decide to withdraw your child, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

Yours sincerely

Appendix 3

For outside providers

Thank you for agreeing to come and support our school in the delivery of Relationships and Sex Education.

By reading and signing this statement, you are confirming that you have read the PSHE/RSE policy of the school and agree to abide by the Christian ethos that underpins this policy.

Any safeguarding or confidential issues that may arise during these sessions, you agree to follow the school's procedure for safeguarding, as set out in our child protection policy and read on entering the school, and will respect the confidential nature of the issue outside of the school boundaries.

I agree to the above statement.

Signed:

Appendix 4

Resources

Let's Work Together – Lucy Emmerson
Jessica Kingsley Publishers ~ £12.99
A practical guide to schools and parents working together in this area

Messy Church – Real Me – Bishop Rachel Treweek
The Bible Reading Fellowship 2017

The Underwear Rule
www.nspcc.org.uk

Early Years Foundation Stage

Getting Started – Early Years
Stonewall 2017
education@stonewall.org.uk
www.stonewall.org.uk/get-involved/education

Key Stage One
Love and Sex Matters KS1
The Salisbury Diocesan Board of Education
www.salisbury.anglican.org

The Christopher Winter Project
www.tcwp.co.uk

Growing up with Yasmin & Tom
https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools
Interactive RSE resource for Primary schools

Key Stage Two
Love and Sex Matters KS2
The Salisbury Diocesan Board of Education
www.salisbury.anglican.org

The Christopher Winter Project
www.tcwp.co.uk

Body and Soul (9-11's) ~ UKS2
RE Today Services
www.retoday.org.uk / admin@retoday.org.uk
1020 Bristol Road
Selly Oak
Birmingham
B29 6LB

Liedentity – Gloucester Diocese ~ UKS2 / KS3

https://www.gloucester.anglican.org/parish-resources/communications/liedentity/

CEOP – National Crime Agency Command
www.thinkuknow.co.uk
Internet safety resource, inclusive of materials on Social Media Photos & Selfies

Review Schedule

Policy Author	CEO
Policy Approver	Board of Directors
Current Policy Version	2.0
Policy Effective From	September 2026
Policy Review Date	September 2028

Revision Schedule

Version	**Revisions**	**By whom**
1.0	Original Document	CEO
2.0	Updates in line with updated statutory guidance	CEO