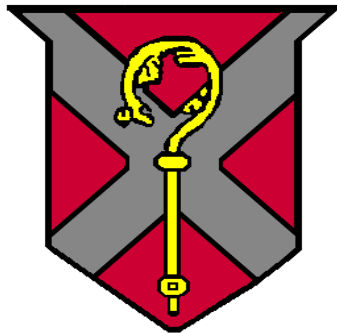




Worksop Priory Church of England Primary Academy



**PSHE Policy (including
relationships, sex and
health education)**

Date of revision	Summary of changes
April 2026	<ul style="list-style-type: none"> • Policy Reviewed and updated following updated consultation with stakeholders • New curriculum outline from PSHE association added to policy. • Whole school vision and values added to underpin policy
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PSHE (including relationships, sex and health education Policy

'I have come in order that you might have life – life in all its fullness' John 10:10

Definition, aims and rationale

Our vision is to ensure that all of our pupils are well prepared for the next stage of their lives, spiritually, academically and as fine citizens. We have high expectations for the children, their families and our staff. Learners will flourish in a school family that is underpinned by Christian values, enabling them to build confidence, resilience and a sense of belonging. Our vision is underpinned by a strong desire to help children know more, remember more and do more, exploring themselves and others in a way that inspires scholarship, faith, curiosity and citizenship so that they can live life in all its fullness.

'I have come in order that you might have life – life in all its fullness' John 10:10

Our Christian values are how we live in school, in our community and in the wider world: Love, Respect, Trust, Hope, Truth and Joy.

The school community will live our school motto: Dream, Build, Grow.

Dream - *Aspiring to learn with courage and faith, so we can live life in all its fullness*

Build - *Inviting the Holy Spirit to guide us on our journey through life*

Grow - *Sharing the power of our deepening faith through discipleship and service in our school, the community and the wider world*

These guiding values and principles underpin all aspects of this policy.

This policy informs the school's overarching aims by providing a suitable and well taught programme, which develops pupils knowledge in their personal, social, health and economic education. The policy will also include the effective provision for relationships and sex education.

PSHE (including relationships, sex and health education) Leadership

This policy was written by Kevin Houghton and developed in consultation with parents, teachers and other school staff, governors and the pupils at Worksop Priory Church of England Academy. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

PSHE including relationships and sex education is led by Kevin Houghton and taught by class teachers as part of our curriculum. Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE (including relationships, sex and health education) confidently. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Effective teaching will support young people to cultivate positive characteristics including resilience, self worth, self respect, honesty, integrity, courage, kindness and trustworthiness. It will also support prevention of harms by helping pupils understand and identify when things are not right. We use external contributors to teach aspects of the curriculum, where they have specific and relevant areas of expertise to enrich pupil learning opportunities. Any external contributors are monitored, evaluated and approved prior to delivery of curriculum materials.

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. Health education is also statutory in all schools.

We at Worksop Priory C of E Academy acknowledge that under the Education Act 2002 / Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health, Economic (PSHE) education provision.

This policy should be read in conjunction with other whole school policies which supports PSHE / Relationships and sex education:

- Child protection / safeguarding
- Child on child abuse
- Equality
- Behaviour
- Anti bullying
- SEND
- E-safeguarding
- ICT

PSHE (including relationships, sex and health education) Curriculum Design

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Underpinned by our Church School visions and values, and our academy rule of 'RESPECT', we expect to see the curriculum lived out in action every day through the attitudes, behaviour and relationships within the academy community. The school's PSHE provision supports the Academy's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire academy's curriculum and culture. The academy has a powerful combination of a planned PSHE curriculum model, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions.
2. Encourage and support the development of social skills and social awareness.
3. Enable pupils to make sense of their own personal and social experiences.
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
5. Enable effective interpersonal relationships and develop a caring attitude towards others.
6. Encourage a caring attitude towards and responsibility for the environment.
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

At Worksop Priory Church of England Academy, we follow the PSHE Association education curriculum model. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen to use the PSHE Association scheme, because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using summative knowledge statements, alongside the lesson plan learning outcomes which demonstrate progression of both skills and knowledge.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play that develops aspects of personal, social and emotional development (PSED). This includes aspects of self-regulation, managing self and building relationships. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities.

Key Stage 1 and Key Stage 2

In Key Stage 1 and Key Stage 2, the PSHE curriculum covers all aspects statutory PSHE, RSHE, economic wellbeing and careers learning. We ensure that the curriculum is broad, balanced and age appropriate by following the guidance and resources shared by the PSHE Association.

Following consultation with local stakeholders, areas of PSHE teaching with high need are around:

- Feelings, mental health and wellbeing
- Online Safety
- People to talk to if worried
- Keeping safe, including consent

Year group specific areas of learning are detailed below:

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of EYFS materials.

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age, including further information about puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

How are PSHE lessons taught?

PSHE lessons are taught once a week in a timetabled PSHE lesson using a range of interactive teaching methods, e.g. activity sheets, films, songs, online work, and drama techniques. Alongside this, teaching around values, conduct, citizenship etc pervades all areas of school life and is revisited and reinforced throughout the day, including through Collective Worship, response to incidents and events and incidental discussions raised as part of day-to-day school life.

Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the Academy Website.

The taught curriculum is enhanced by many opportunities to develop additional life skills e.g. bikeability, animal care, DARE, Take 5 Breathing; alongside a very strong pastoral care system to support personal and social development, emotional health and mental wellbeing.

How PSHE education is monitored, evaluated and assessed

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. Across the year monitoring activities including observations, pupil and staff interviews and work scrutiny evidence strengths and weaknesses. Areas for development are identified and actions identified, these are fed back to staff as part of school CPD and are then incorporated into the monitor and review cycle.

Children's progress in the subject is tracked in summative knowledge statements at the end of each unit, alongside a specified outcome that demonstrates the learning from the unit. This information, alongside ongoing formal assessment throughout the lessons, is used to inform a statement on the end of year reports.

How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE lessons to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE, considers the targets set for individual children in their Individual Education Plans (IEPs).

Our academy ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Our academy acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

We will provide opportunities for parents to view examples at Parent Consultation events and prior to major input on topics e.g. Sex and Relationships Education. Parents can view the planning for what and when content is being taught by accessing the Academy website.

We encourage parents to work with/seek advice from the academy to support them to carry out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values on relationships and sex alongside the information they receive at school.

Policy Review and Development

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.