

MANOR ROAD PRIMARY SCHOOL



PSHE (INCLUDING RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

Draft

September 2026





Manor Road Primary School

PSHE (including Relationships and Sex Education (RSE) Policy

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Manor Road Primary School

PSHE (including Relationships and Sex Education (RSE) Policy

Aims

The aims of the PSHE (including Relationships and Sex Education (RSE) Policy at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for the changes that will occur to their developing bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships with others
- Teach pupils the necessary knowledge to keep themselves safe from harms
- Develop a sense of autonomy and understanding of self-care and health and wellbeing to ensure healthy futures
- Prepare pupils for their lives in Modern Britain and to empower them to be positive citizens of their community both now and in the future

Statutory Requirements

Throughout this policy we will outline our statutory responsibilities in alignment with the Department for Education published in 2025 - [Relationships Education, Relationships and Sex Education and Health Education guidance](#) and how we teach this through the subject of PSHE within school and through the wider personal development programme.

At Manor Road Primary School, we are committed to meeting the personal, social, health and economic needs of pupils and ensuring that all children 'learn and grow together'. PSHE at Manor Road is delivered through a tailored curriculum which meets the needs of our children and aligns with the statutory guidance.

Curriculum

RSE is taught within the subject of PSHE and is taught in-line with the statutory guidance. For clarity, we determine PSHE to be:

'The **school subject** through which children and young people acquire the **knowledge, understanding and skills** they need to **manage their lives**, now and in the future. PSHE education develops the qualities and attributes pupils need to **thrive as individuals, family members and members of society**'
(*PSHE Association, 2024*)

The statutory elements of relationships and health education are included within the curriculum content. These topics are taught throughout the PSHE curriculum and revisited at an age-appropriate level as the children journey through school. There are elements of the topics and objectives within these topics that will also overlap and be taught or revisited in wider areas of the curriculum or through events such as assemblies, topic and themed days or celebration days.

The new guidance for RSHE (2025) focuses on teaching the fundamental building blocks and characteristics of positive relationships and staying healthy through teaching about the following topics:

- Families and people who care for me
- Caring friendships
- Respectful and kind relationships
- Online safety and awareness
- Being safe
- General well-being
- Well-being online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

All of these topics sit within the statutory RHE objectives and therefore, content from these lessons cannot be withdrawn from.

We have developed the Curriculum in consultation with stakeholders, taking into account the age, needs and feelings of pupils.

We also supplement and enhance our curriculum with external visitors and providers who are checked by school and have had the relevant safeguarding procedures shared with them. There is always a member of staff from school present at these deliveries. External visitors and visits have been chosen to benefit the learning of the children and to suit the needs of the children within school. External providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils at Manor Road.

External Providers at Manor Road include:

- NSPCC
- Child Safety Media
- Lancashire Fire and Rescue Service
- Compass Bloom

There may be times when themed weeks or specific events mean that a visitor not listed above will further compliment the curriculum and therefore this is not an exhaustive list. When this happens, parents will be made aware, and the content of the session will be checked ahead of the delivery just as it has been for the providers listed above.

Delivery of Lessons

The RSHE content of the PSHE curriculum will be taught by a familiar adult to the children – either their class teacher or a TA with support from the class teacher. Internal and external training is provided to support delivery.

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy and ethos, its aims, attitudes and values. All contribute to the personal, social and healthy development of children in school. PSHE features as a time-tabled part of the weekly curriculum, as well as impacting on the rest of the curriculum. In addition, opportunities to teach PSHE are taken throughout the school day when teaching the full curriculum and other cross-curricular subjects. Whole school/group/class assemblies provide an opportunity to enhance pupil's development, promoting and celebrating the school's values and achievements.

Teaching is progressive and builds on prior knowledge so that the content is age appropriate. We use the PSHE Association as the basis of our Curriculum, adding themed weeks, such as Health and Fitness Week, and enriching our children's voices in many different ways, including our School and Eco Council.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

How is the curriculum tailored to our school?

INTENT	IMPLEMENTATION PROCEDURES	IMPACT
To ensure coverage of PSHE and RSE is clear and progressive using the PSHE Association updated Thematic Model which is in line with the 2025 RSE guidance. To ensure staff are competent in using the updated PSHE Association Thematic model to support	CDP for staff, including inset from the PSHE Consultant. PSHE Lead attends termly network meetings. All pupils have a weekly PSHE lesson to include the 2025 statutory requirements for RSE. Pupil Voice	Staff are confident using the updated PSHE Thematic Model, to teach PSHE and the updated RSE Curriculum 2025. Children are progressing well in the subject and data reflects this.

planning and delivery of lessons for PSHE / RSE. Children develop a confidence in sharing their own thoughts and opinions with others. Children develop skills and attributes to keep themselves healthy and safe. Children develop an attitude of a responsible member of their community. Children show tolerance of others' beliefs, religions and life choices. Children build positive, respectful relationships with other people.	Monitoring Professional Dialogue with staff. Adaptations for SEND children. Updated long-term and medium- term planning, developed by the PSHE Association, given to all staff, tailored to meet the needs of our school. External visitors and providers supplement and complement our curriculum. Assemblies are planned to cover any learning that will benefit the whole school. PSHE lead to communicate with the PSHE governor. PSHE governor to compile termly report to share at full governor meetings.	Monitoring shows children are accessing the appropriate stage of the PSHE curriculum. Children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility. Children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.
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Parents' Right to Withdraw

The non-statutory element of sex education (how a baby is made/conceived) **will not be taught** within our PSHE curriculum. As a school, we have taken the decision to only teach the content that is outlined in the statutory health and relationships content and that which is outlined in the Science Curriculum.

As all of the content is statutory, parents and carers are unable to withdraw from any of the content that is covered by this guidance. Should there be any questions about the content that is taught, there is full transparency with parents and carers and an appointment can be made with the school office to discuss these and view any materials we use to teach our curriculum.

Roles and Responsibilities

The Governing Body

The governing body will hold the Headteacher to account for the implementation of this policy.

The governing body has delegated the approval of this policy to the Learning Committee.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school through the subject of PSHE and throughout the wider personal development programme.

Staff

All staff are responsible for:

- Delivering PSHE / RSHE in a sensitive way
- Modelling positive attitudes to PSHE / RSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE / RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Policy Development

This policy has been developed in consultation with stakeholders. Once shared and agreed, it will be ratified by governors and will then be reviewed annually to ensure that any significant changes are appropriately reflected.

Accessibility For All Children

We recognise the right for all pupils to have access to PSHE Education and RSHE learning which meets their needs. We adapt our Curriculum, when necessary, to meet the needs of each child, in terms of adapted resources and support. This includes children with SEND, SEMH and vulnerable children.

Teaching takes into account the ability, age, development and backgrounds of our children to ensure that all can fully access the PSHE Education curriculum. Support to achieve this is sought where necessary from specialist teachers and advisors. We promote social learning and expect our pupils to show a high regard for the needs of others. We use PSHE and RSHE Education as a vehicle to address diversity issues and to ensure equality for all.

The school will share the importance of teaching pupils about the law and to respect people who are different to them. This forms part of their learning to celebrate being a unique individual, in developing their sense of self. The needs and interests of all pupils, irrespective of sex, gender identity, family, faith, culture, sexual orientation, ability or aptitude are addressed and respected.

How will we ensure inclusion in our learning?

PSHE and RSHE is taught with the children in mind. We are aware of any vulnerabilities our children may have or barriers that may impact their learning. As a result, we are able to adapt lessons to meet the needs of the children regardless of their specific needs. We are highly vigilant of children who may find some of the topics of a more sensitive nature particularly difficult to access and will take steps to ensure that they are suitably supported.

Managing difficult questions

Pupils will often ask their teachers or other adults questions which go beyond what is set out for agreed curriculum. In this event, teachers will answer a child's question as age appropriately as possible and will inform parents in case they wish to discuss their child's question further.

Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:

- The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson.
- Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
- - There needs to be a safeguarding response; any safeguarding matters will be recorded and dealt with in line with school systems and policy

Monitoring arrangements

The delivery of PSHE and RSHE is monitored by the PSHE Subject Leader through:

- Suitable training
- Updating staff with changes to guidance
- Monitoring planning
- Book scrutiny of children's learning+
- Gaining feedback from children about their experiences of PSHE lessons, including the delivery of RSHE

Pupils' development in PSHE is monitored by the teacher as part of their assessment.

Parental Access to Resources

Parents can view the long-term plan for PSHE, which includes the RSE curriculum, on the PSHE section of the school website.

At Manor Road, we are confident that we use quality-assured and appropriate lesson plans which are suited to the needs and maturation of our pupils. We have taken time to liaise with stakeholders to ensure that they are appropriate for our children and reflective of the needs of our cohort and community and therefore are happy to share these with parents on request. Should you wish to have sight of the resources, please make contact with the school office where we will be able to make an appointment for you to view these.

POLICY REVIEW DETAILS		
Policy written by	Jane Harrison Using relevant government statutory guidance.	September 2026
Policy reviewed		
Review schedule	Annual	