

Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE)

Eastover Primary School



Approved by the Governing Body of
Eastover Primary School

Signed by:

NameMrs B Cockerell.....

Signature:*B. Cockerell.*.....

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Introduction

Eastover Primary School staff and governors believe that the teaching of **PSHE** (Personal, Social, Health and Economic education) and **RSE** (Relationships and Sex Education) is an important part of every child's entitlement to receive a relevant well-rounded education which nurtures:

- the spiritual, moral, cultural, physical, social, mental and emotional well-being of pupils;
- sex and relationships education
- community cohesion and preparing our children for the opportunities, responsibilities and experiences that they might face in life;
- provides information about keeping healthy and safe, both emotionally and physically as well as also online.

Eastover Primary School aims to teach PSHE/ RSE in such a way that is consistent with scientific truths, fundamental British values and sound pedagogy. Therefore, some aspects of PSHE/ RSE are covered in Science, Computing, Religious Education and PSHE/ RSE.

At Eastover Primary School, we will use the statutory guidance, legal frameworks alongside other teaching resources to help the children develop within three core strands:

- living in the wider world
- relationships
- health and well being

Research demonstrates that good, comprehensive PSHE/ RSE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this, as well as helping to identify child protection issues in young children.

Openness with parents/carers and other stakeholders

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. We aim to respond sensitively and promptly to any comments or questions from parents/carers as and when they arise.

At Eastover, we teach aspects of PSHE/ RSE as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage.

A hard copy of this policy is provided free of charge to anyone who asks for one and is published on the school website.

Aims and objectives for RSHE

At Eastover, we will ensure that the content of the PSHE/ RSE curriculum reflects the school's values and aims as well as our statutory duties and within all legal frameworks.

At Eastover School we follow Kapow for our scheme of learning as this works alongside and is planned in accordance with the most current statutory guidance for schools.

We understand that each and every one of us has a responsibility to ensure that every adult and child feels safe, respected, valued and welcome at Eastover Primary School.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. Children and young people need to know

how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

It is our intention that all children have the opportunity to experience a programme of PSHE/ RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

PSHE/ RSE will be taught in the context of relationships. In addition, PSHE/ RSE will promote self-esteem, emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others – at home, school, work and in the community.

PSHE/ RSE will focus on the development of skills and attitudes not just the acquisition of knowledge. The aim of PSHE/ RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions.

By the end of Key Stage 2, all pupils are expected to have covered the aspects identified in the three strands:

Physical Health and Mental Wellbeing

- To know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, body changes, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.

- Know how to recognise and manage emotions within a range of relationships
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the wider world

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Knowing about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem in an image conscious world.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.

Curriculum coverage

Early Years Foundation Stage curriculum context for learning about PSHE/ RSE

In the Early Years Foundation Stage, Relationships and Health Education is encouraged through the 'Personal, Social and Emotional Development' curriculum. The delivery of learning is about making connections and is strongly linked to play. Relationship and Health Education 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. The children are given the opportunity to engage in social activities,

as members of a small group or occasionally during whole school activities.

Key Stage 1 and 2

In these key stages, teachers teach PSHE (Personal, Social, Health and Economic education) and RSE (Relationships and Sex Education) values through the National Curriculum subjects such as Science, Computing, PE and RE. We use Kapow to support our teaching in discreet health and relationship lessons. It is an up-to-date programme which links to the statutory requirements set out by the Department of Education.

Right to withdraw

At Eastover, we teach aspects of PSHE/ RSE as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage. Parents will be informed of any lessons that they have right to withdraw children from.

Cross-curricular organisation of PSHE/ RSE

PSHE/ RSE can be delivered through any lesson and there will be opportunities to explore the PSHE/ RSE content in a range of other subjects and contexts within school. Many of the values of our school underpin the PSHE/ RSE curriculum and British Values.

The role of the PSHE/ RSE Subject Leader

It is the responsibility of the PSHE/ RSE Subject Leader to ensure all teachers are aware of this policy and able to plan and teach PSHE/ RSE lessons accordingly.

If there are any queries or you wish to know more about resources used in lessons, please speak to the RSHE/RSE lead. More information can be found on the PSHE/ RSE curriculum page on the school website.

Child Protection/confidentiality

Teachers are aware that effective PSHE/ RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue. In such an event, the staff member will inform the Headteacher/Designated Safeguarding Lead person in line with the school's Child Protection and Safeguarding Policy and local authority procedures for Child Protection.

Child Protection concerns would override all other considerations, including confidentiality.

Teachers endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Monitoring and evaluation

Pupil and Staff Voice is held yearly. The policy will be evaluated every two years.

