



PSHE and RSE Policy September 2026

Date of Review: July 2026
Approved by: Trust Board
Next Review Date: July 2027

1. How this Policy was developed

This policy was developed in consultation with parents, teachers and other school staff, governors and the pupils at Vision Multi-Academy Trust. 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 Board of Trustees.

2. Legal requirements of schools

Since September 2020, it has been a statutory requirement for all 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 schools¹.

We at Vision MAT acknowledge that under the Education Act 2002/Academies Act 2010, last updated to become statutory in September 2021, 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.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Relationship Education:

This focuses on the building blocks of healthy, respectful relationships and personal development. In Primary school, this covers the foundations of kind behaviour, understanding boundaries, recognising different family models, and identifying safe versus unsafe physical contact. In Secondary school, this covers the components of mature relationships, understanding the importance of consent, recognising the signs of unhealthy behaviours (e.g., coercion, harassment, or abuse), and navigating online safety.

Sex Education:

This expands on the physical and biological aspects of growing up, human reproduction, and sexual health. In Primary school, this introduces biological changes like puberty (often linked with science) and may touch upon how a baby is conceived and born in an age-appropriate manner. In Secondary school, this covers a wider range of topics including contraception, sexually transmitted infections (STIs), human sexuality, the law surrounding sexual consent, and the emotional aspects of sexual intimacy.

¹ Except Independent Schools where PSHE education remains statutory.

Our PSHE education, including statutory Relationships and Health 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.

The Trust's PSHE provision supports the Trust'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 Trust's curricula and culture. Each school within the Trust has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- 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.

Effective Sex Education and Relationship Education:

- is essential if young people are going to make responsible and well-informed decisions about their lives;
- should help and support young people through their physical, emotional and moral development and help prepare them for the opportunities, responsibilities and experiences of adult life;

- should recognise the importance and nature of marriage and stable relationships and their importance for family life and for the bringing up of children, where respect, love and care are paramount;
- should help young people respect themselves and others and help them move with confidence from childhood, through adolescence into adulthood, giving them the skills, knowledge and understanding they need to lead healthy and independent lives;
- should provide accurate and relevant information:
 - teaching young people about human sexuality and how this applies to sexual relationships.
 - exploring the reasons for delaying sexual activity.
 - provide information about where to find appropriate advice and support on sexual issues.
 - and ensure that the teaching is appropriately set for the age and maturity of the young people.

The Trust needs to help young people develop confidence in talking, listening and thinking about sex and relationships.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Vision MAT, we use SCARF or 3D PSHE, both comprehensive schemes of work for PSHE and Wellbeing education. They cover all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our pupils, for example, we may use our local environment as the starting point for aspects of our work. The school council from each school within the Trust are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Each school PSHE subject lead works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2 in Primary School, and KS3 and KS4 in Secondary School) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF or 3D PSHE for each year. 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 SCARF or 3D PSHE as our PSHE resources 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 SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

Effective Sex and Relationship Education is an entitlement for all young people and is largely provided by an external organisation which comes into the schools to provide expert advice and guidance:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only the correct terms for body parts will be used.
- The meanings of words will be discussed in a sensible and factual way.

Young people are taught to respect other peoples' opinions, listen without interrupting, and only use language that will not offend others and not to refer to other peoples' personal lives.

Activities may involve group work, class discussion or debate, sheets, information sheets and leaflets. We also utilise a bank of outside agencies to visit lessons with appropriate expert knowledge and materials on the internet when young people are researching topics.

5. What is being taught

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. 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. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

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. This includes learning what happens in 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. To support the delivery of our sex education programme, some teachers may invite members of the school nurse team into school in Year 5 and Year 6 to deliver puberty sessions to our children.

In Secondary school, the PSHE Curriculum is delivered through a whole-school approach tailored to help pupils navigate the specific transitions of adolescence and growing independence.

Key Stage 3 (Years 7–9)

- **Transition & Adaptation:** Focuses heavily on the initial transition from primary to secondary school, managing changing peer dynamics, and understanding the challenges of puberty.
- **Influences & Digital Safety:** Teaches pupils how to safely navigate their online lives and counter the increasing influence of social media and peer pressure.
- **Core Values & Diversity:** Integrated with the Trust's commitment to British Values, lessons promote mutual respect, celebrate diversity, and explicitly challenge discriminatory or prejudicial behaviour.

Key Stage 4 (Years 10–11)

- **Deepening Knowledge:** Moves beyond basic awareness to help older teens extend and practice the skills needed for adult life.
- **Adulthood & Independence:** Shifts focus toward preparing students for independent roles in modern Britain, placing a heavier emphasis on personal responsibility, future planning, and exploring values

6. Updated guidance for September 2026

From September 2026, schools will be required to teach the 2025 revised guidance for Relationships and Health Education. The DfE also strongly encourages primary schools to deliver sex education in years 5 and/or 6 to help prepare children for their transition to secondary school.

This updated guidance gives a stronger focus on developing skills, as well as knowledge, particularly in navigating a complex, digital world safely and healthily. The guidance recognises there isn't a one-size-fits-all approach, and that flexibility will help schools to meet the needs of their pupils best.

The guidance has been strengthened with a focus on supporting boys to develop a positive sense of masculinity, benefiting both boys and girls by ensuring harmful stereotypes are challenged, thus improving boys' mental health by enabling emotional expression and promoting help-seeking behaviours.

This will go some way to supporting children to develop positive relationships, including skills for navigating boundaries with kindness and respect, to put in the early preventative work to tackle sexual violence and abusive behaviour.

New curriculum content added

For all schools:

- Staff should actively challenge everyday sexism, misogyny, homophobia and stereotypes

Pupils should learn about:

- The links between sexism and misogyny and violence against women and girls
- How to identify and learn from positive male role models
- Ethical behaviour in relationships, beyond respecting boundaries and consent
- Include same-sex parents/carers when discussing families
- Teach pupils the “facts and the law” about biological sex and gender reassignment, including that legal rights may differ based on biological sex

Primary schools should cover:

- Respectful relationships, boundaries, and the risks of sharing information and images online
- Sex education in years 5 and/or year 6 (this is recommended but is **not compulsory**). Sunny Bank Primary School will not be teaching sex education in years 5/6. We will continue to teach our pupils about puberty in year 5 with the school nursing team.
- The sharing of naked images or online sexual content **if it's affecting their pupils, or if they know that pupils have seen pornography**

Secondary schools should cover:

- How pornography can negatively influence sexual attitudes and behaviours
- How sub-cultures such as ‘incels’ might influence our understanding of sexual ethics
- The prevalence of AI-generated sexual imagery and 'deepfakes'
- The role of consent, and awareness of power dynamics
- Include same-sex parents/carers when discussing families
- Teach pupils the “facts and the law” about biological sex and gender reassignment, including that legal rights may differ based on biological sex

Sunny Bank Primary School uses Coram SCARF and other appropriate external agencies to support us in meeting these legal requirements:

- A visit from a trained educator who will deliver aspects of the Relationships Education and Health Education programme

- Using Coram SCARF's online teaching resources which are produced at age-appropriate levels
- Visits from the school nursing team

7. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. 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.

Support is provided to children experiencing difficulties on a one-to-one basis, via our comprehensive pastoral team. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Visiting Health Professionals will be made aware of the Trust's policy, and agree to be bound by it, before working with a class or individuals. However, when they are in their professional roles they should follow their own professional codes of conduct.

8. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE: pupil voice, learning walks and floor book scrutinies.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE lead. The work of the lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE lead gives the head teacher an annual evaluation in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

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

It is not our Trust's policy to withdraw pupils with special educational needs from PSHE education 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.

Lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our Trust ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together 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. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our Trust 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.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the Trust's policy on anti-bullying, equality, diversity and inclusion for further information.

10. Parental concerns and withdrawal of students

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

In cases where parents need further support, the head teacher or PSHE lead will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withholding this information might have on their child. This could include any social and emotional effects of being excluded and out the at greater risk of emotional or physical harm in the future.

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.

It is statutory for our Trust to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

11. Confidential Policy

Teachers need to be aware that effective Sex and Relationship Education which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

Vision Multi Academy Trust has a child protection and safeguarding policy and designated staff with responsibility for child protection.

Teachers cannot offer a guaranteed pupil unconditional confidentiality.

12. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to

be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead.

13. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019), updated September 2021
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

14. This policy should be read in conjunction with the following:

- The Trust's Safeguarding/Child Protection policy (inc. responding to disclosures)
- The Trust's Confidentiality policy
- The Trust's Anti-bullying policy
- The Trust's Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

15. Monitoring and Review

This policy will be reviewed annually, or when the need arises, by the PSHCE leads and the Board of Trustees, in consultation with parents, teachers and other school staff, governors and pupils.

16. Useful resources/Appendix

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>