



**Pickwick**  
**Academy Trust**



## **Personal, Social, Health, Economic (PSHE) Policy including Relationships and Sex Education**

Governor approval	Date: May 2026
Headteacher approval	Date: May 2026
Review Due	Date: May 2027

To be read in conjunction with:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality, diversity and inclusion policy
- DfE 'Keeping Children Safe in Education' 2025

## **Introduction**

Gomeldon Primary School recognises its responsibilities for the safety of children and staff at all times. Our values for 'Life long learning' are the foundation for our PSHE and Relationships and Sex Education Policy, helping to create our inclusive school environment. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.

At Gomeldon Primary School, we recognise the importance of providing our pupils with age-appropriate relationships and sex education that supports their wellbeing, safety, and personal development through the Kapow scheme of work in which all statutory content is fully covered.

### **1. How this policy was developed:**

This policy was written by the headteacher and developed in consultation with parents, teachers and other school staff, governors and pupils at Gomeldon Primary School. We have listened and responded to views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the Governing Body.

### **2. Legal Framework**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education.

The DfE has updated the statutory relationships and sex education (RSE) and health education guidance. This policy has been developed in line with the DfE's statutory guidance (July 2025) which comes into effect in September 2026.

### **3. Curriculum Content and Delivery**

All pupils at Gomeldon Primary School will receive relationships education as part of our PSHE curriculum. We use Kapow Primary's PSHE scheme of work to deliver high-quality, age-appropriate content. The curriculum fully covers all statutory content outlined in the DfE RSHE Guidance (2026), including families, respectful relationships, online relationships, being safe, mental wellbeing, physical health and puberty. Content is carefully sequenced and adapted to be age-appropriate, building knowledge progressively in line with pupils' developmental stage.

#### **The Early Years Foundation Stage**

In Early Years, learning linked to Relationships Education is embedded within the EYFS curriculum, particularly through Personal, Social and Emotional Development (PSED). Teaching is informed by the EYFS Statutory Framework and Development Matters guidance, supporting children to build healthy relationships, manage feelings and behaviour, develop confidence and independence, and understand kindness, respect, and personal boundaries in an age-appropriate way.

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 enquiries, 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.

### **Key Stage 1 and Key Stage 2**

We deliver RSE through Kapow Primary's PSHE scheme of work. This aligns with the DfE's statutory guidance (2026), provides age-appropriate, progressive lessons, includes high-quality teaching resources and activities and is regularly updated to reflect best practice.

The scheme is organised into **strands** and **key areas** to ensure a broad and balanced curriculum.

**Key areas** group Year 1-6 learning into meaningful themes and ensure that all statutory content is covered. The **strands** run from Reception to Year 6, demonstrating how pupils develop lifelong skills in managing themselves, regulating their emotions, building positive relationships and thinking critically. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way.

#### **Strands:**

- **Self-regulation:** Learning to recognise and manage pupils' emotions, thoughts and behaviour so they can respond calmly and make considered choices.
- **Managing self:** Learning to take increasing responsibility for pupils' own behaviour, routines and decisions to support their wellbeing and independence.
- **Building relationships:** Learning how to form positive, respectful relationships by communicating kindly, understanding others and setting healthy boundaries.
- **Critical thinking:** Learning to ask questions, consider different viewpoints and make informed, thoughtful decisions in a world where information is not always reliable.

#### **Key Areas:**

- **My healthy self:** Learning how to look after their mental and physical health and make choices that support their wellbeing.
- **Connecting with others:** Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world:** Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Citizenship** (non-statutory): Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Staying safe:** Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Growing up:** Learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
- **Health protection:** Learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.
- **Y6 Sex education** (non-statutory): Building on the growing up units, pupils learn accurate, age-appropriate information about human reproduction to support their understanding as they approach adolescence.

- **Y6 First aid** (non-statutory): Building on the health protection units, pupils learn how to recognise emergencies and use basic first aid skills to keep someone safe until help arrives.

Sex education is not compulsory in primary schools, but 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. At Gomeldon Primary School, we have chosen to teach age-appropriate sex education in Years 5 and 6. This includes:

- How bodies change during puberty
- Menstruation and what to expect
- The correct names for body parts
- (Year 6 only) How a baby is conceived and born (building on science curriculum content about reproduction)

Parents/carers have the right to request that their child be withdrawn from sex education (but not from relationships or health education). See Section 6 for details.

Full details of the curriculum content, including lesson overviews and resources, are available from the school office or via our website. Parents/guardians can request to view all curriculum materials at any time. You can find out more about Kapow Primary at: [www.kapowprimary.com](http://www.kapowprimary.com)

#### 4. **Teaching Approach**

At Gomeldon Primary School, all learning takes place in a safe and inclusive environment. PSHE lessons are taught weekly in pupils usual class, with their own teacher. These are mixed sex groupings and use a range of teaching methods including: discussions, films, songs, activity sheets, games and drama techniques. Teaching will be factual, balanced and age-appropriate, presenting information in a neutral and non-biased manner.

We create a safe learning environment by establishing clear ground rules with pupils, using distancing techniques (e.g., discussing scenarios rather than personal experiences), providing question boxes for anonymous questions and ensuring lessons are age-appropriate and sensitive to pupils' needs. Questions will be answered in a factual, age sensitive way.

When handling difficult questions there is always an emphasis on supporting the child. This may include asking the child to speak to their parents or a trusted adult, signposting to support services where needed, as we recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Our RSE curriculum:

- Reflects the diversity of families in our school and wider society, including same-sex parents
- Teaches respect for all protected characteristics under the Equality Act 2010
- Promotes equality and challenges discrimination, including everyday sexism, misogyny, and homophobia

Is accessible to all pupils, including those with SEND through our inclusive, adaptive teaching strategies (e.g visuals, pre-teaching, scaffolding, smaller groups etc as appropriate)

Our curriculum addresses contemporary issues including:

- The risks of sharing images and information online
- AI-generated sexual imagery and 'deepfakes' (age-appropriately in upper Key Stage 2)
- Positive male and female role models
- Challenging stereotypes and promoting positive ideas of masculinity and femininity

## **5. Parents' Right to Withdraw from Sex Education**

Parents/guardians can request that their child be withdrawn from part or all of sex education, apart from aspects covered by the science curriculum. Parents/guardians have the right to request that their child be withdrawn from sex education only. They cannot withdraw their child from:

- Relationships education (compulsory)
- Health education (compulsory)
- Science curriculum content about reproduction

### **5.1 Process for Requesting Withdrawal**

If you wish to request that your child be withdrawn from sex education:

- Contact the Headteacher to arrange a meeting
- Discuss your concerns – we will listen to your views and explain our curriculum
- Submit a written request if you wish to proceed
- We will grant your request – as required by law for primary schools
- During any withdrawal period, your child will receive appropriate, purposeful alternative education.

## **6. Working in partnership with parents/guardians**

We will share our curriculum plans and resources openly, offer support to help you talk to your child about RSE at home, provide information for parents about what we teach and when, respond to any questions or concerns promptly and sensitively.

## **7. Roles and Responsibilities**

### **Governing Body**

The governing body will:

- Approve this policy
- Ensure the school complies with statutory requirements
- Monitor the effectiveness of RSE provision

### **Headteacher**

The headteacher will:

- Ensure this policy is implemented effectively
- Manage requests for withdrawal from sex education
- Ensure staff receive appropriate training
- Engage with parents and the wider community

### **PSHE Lead**

The PSHE lead will:

- Coordinate the delivery of RSE across the school
- Support colleagues in planning and delivering lessons
- Monitor and evaluate the quality of RSE provision
- Keep up to date with statutory guidance and best practice

### **All Staff**

All staff will:

- Deliver PSHE and RSE in line with this policy
- Respond to questions sensitively and appropriately
- Report any safeguarding concerns following school procedures
- Attend relevant training

## **8. Safeguarding**

RSE plays an important role in safeguarding. Our curriculum helps pupils to recognise when relationships are unhealthy or unsafe, understand what sexual violence and harassment are and know how and where to get help. If a pupil makes a disclosure or raises a safeguarding concern during an RSE lesson, staff will follow our safeguarding policy and procedures, including no guarantee of confidentiality and reporting directly to the Designated Safeguarding Lead.

## **9. Monitoring and Evaluation**

This policy will be monitored through:

- Regular review of curriculum planning and delivery
- Pupil voice activities
- Parent/carer feedback
- Governor monitoring visits
- Staff feedback and training needs analysis

The policy will be reviewed every three years, or sooner if there are changes to statutory guidance.

## **10. Links to Other Policies**

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality, diversity and inclusion policy
- DfE 'Keeping Children Safe in Education' 2025

## **11. Complaints**

If you have a concern or complaint about our RSE provision, please follow our school complaints procedure, which is available on our website or from the school office.

## **12. Further Information and Support**

For more information about RSE at Gomeldon Primary School, or to discuss any aspect of this policy, please contact:

The Headteacher

Email: [admin@gomeldon.wilts.sch.uk](mailto:admin@gomeldon.wilts.sch.uk)

Phone: 01980611370

## **13. Sources of Further Information:**

- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- DfE parent guides on relationships and sex education
- NSPCC PANTS resources for talking to children about staying safe
- Kapow Primary parent information guides
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)