PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) AND RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

For implementation from September 2026

Be Safe • Be Smart • Be Kind

School	Burnside Primary School and Nursery, Northumbrian Road, Cramlington, NE23 1XZ
Policy owner	Headteacher / PSHE & RSE Lead
Approved by	Governing Body
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1. Policy Intent and Introduction

At Burnside Primary School and Nursery, we believe that Personal, Social, Health and Economic (PSHE) education plays a fundamental role in preparing children for life, both now and in the future. Through a carefully planned, inclusive and progressive curriculum, we aim to equip every pupil with the knowledge, skills, understanding and personal attributes they need to become healthy, safe, responsible and respectful members of society.

PSHE is central to our commitment to promoting pupils' personal development, wellbeing and safeguarding. It supports children to understand themselves and others, develop positive relationships, make informed decisions, manage risk, recognise and respond to safeguarding concerns, and prepare confidently for the opportunities, responsibilities and experiences of later life.

Relationships and Sex Education (RSE) is delivered as an integral part of our wider PSHE curriculum. Through age-appropriate learning, pupils develop an understanding of healthy relationships, respect, equality, personal safety, emotional wellbeing and the physical and emotional changes associated with growing up. Our curriculum reflects statutory requirements for Relationships Education and Health Education and supports pupils to develop the confidence, resilience and independence needed to thrive.

At Burnside Primary School and Nursery, we recognise that parents and carers play an important role in supporting their children's personal, social and emotional development. We value strong partnerships with families and aim to work openly and respectfully with parents and carers, recognising the diverse backgrounds, beliefs and experiences represented within our school community.

Our curriculum reflects the school's ambition that every child should **Achieve, Belong and Thrive**. Our values of **Be Safe, Be Smart and Be Kind** provide a consistent language through which pupils can understand and demonstrate respect, responsibility, resilience, empathy and positive decision-making.

2. Statutory Requirements

This policy has been developed with regard to the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, in force from 1 September 2026. It should be read alongside the National Curriculum, the EYFS statutory framework, Keeping Children Safe in Education, Working Together to Safeguard Children, the SEND Code of Practice and the school's safeguarding and child protection, behaviour, equality, online safety and health and wellbeing policies.

Relationships Education is statutory in primary schools. Health Education is also statutory for maintained primary schools. Sex education is not compulsory in primary schools, except that pupils continue to receive statutory Science teaching, including relevant content about the human body, puberty and reproduction.

This policy distinguishes clearly between statutory Relationships Education, Health Education, statutory Science and any additional sex education. The school will not deliver additional sex education as a routine

statutory requirement unless it has been specifically identified in the published curriculum and policy, approved through the school's governance arrangements and communicated to parents.

This policy has been informed by the legislation and guidance identified in the school's existing PSHE and RSE drafts, including the Equality Act 2010, Children and Social Work Act 2017, Human Rights Act 1998, United Nations Convention on the Rights of the Child, Keeping Children Safe in Education, Working Together to Safeguard Children, Department for Education Relationships, Sex and Health Education statutory guidance, SEND Code of Practice and Prevent Duty Guidance.

Through PSHE and RSE, the school fulfils its statutory responsibilities while promoting personal development, physical and mental wellbeing, safeguarding, equality, inclusion, citizenship and preparation for life in modern Britain.

3. Links to Other School Policies and Documents

This policy should be read alongside the following Burnside Primary School and Nursery policies and curriculum documents:

- Child Protection and Safeguarding Policy
- PSHE/RSE Curriculum Overview
- Health and Wellbeing Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Science Curriculum / National Curriculum
- Attendance Policy
- Complaints Policy
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Together, these documents support the school's commitment to a safe, inclusive and respectful learning environment in which every child is valued, supported and encouraged to achieve their potential.

4. Aims of the PSHE and RSE Curriculum

At Burnside Primary School and Nursery, we believe PSHE and RSE are fundamental to preparing children for the opportunities, responsibilities and experiences of life. Our curriculum aims to develop confident, resilient, respectful and responsible pupils who can make informed choices, build positive relationships, keep themselves safe and contribute positively to society.

- Personal Development: promote emotional, social and physical wellbeing; develop self-confidence, self-esteem and resilience; recognise individuality; understand and manage emotions; develop independence and reflection.

- Relationships: develop positive, healthy and respectful relationships; promote kindness, empathy and mutual respect; understand different family structures; recognise healthy and unhealthy relationships; challenge stereotypes, prejudice and discrimination; develop communication, cooperation and conflict-resolution skills.
- Health and Wellbeing: understand physical and mental health; develop healthy lifestyle habits including nutrition, activity, sleep and hygiene; recognise emotional wellbeing; understand growing and changing; know where and how to seek support.
- Keeping Safe: recognise risks; understand privacy, personal boundaries and bodily autonomy; develop age-appropriate understanding of consent and permission; stay safe online and offline; recognise unsafe, harmful, abusive, controlling or coercive behaviour; identify trusted adults and seek help.
- Citizenship: develop understanding of democracy, the rule of law, individual liberty and mutual respect; understand rights and responsibilities; appreciate diversity; develop fairness, equality and inclusion; participate positively in school and community life.
- Economic Wellbeing: understand money and financial responsibility; saving and spending; budgeting; value and cost; earning and work; enterprise; financial risks; aspirations and future opportunities.
- Preparing for the Future: build healthy relationships; make informed and responsible decisions; manage risk; respect themselves and others; contribute positively to their community; embrace diversity; challenge discrimination; and prepare for transition to secondary education and beyond.

Learning is delivered in an age-appropriate, inclusive and progressive manner, recognising that children develop at different rates and bring a wide range of experiences, backgrounds and perspectives to school.

5. Curriculum Organisation and Content

Our PSHE curriculum provides pupils with the knowledge, understanding, skills and attributes needed to thrive as healthy, safe and responsible members of society. RSE is an integral part of the wider PSHE curriculum rather than a completely separate subject, enabling pupils to develop a coherent understanding of relationships, health, wellbeing, safety and citizenship.

The curriculum is organised around three connected core themes: Health and Wellbeing, Relationships, and Living in the Wider World. RSE is threaded through these areas, particularly Relationships and Health and Wellbeing.

Curriculum Principles

- learning is progressive and builds upon prior knowledge and experiences;
- teaching is inclusive, accessible and developmentally appropriate;
- learning reflects the diverse society in which we live;
- pupils are encouraged to think critically and develop independence;
- teaching promotes positive mental health, wellbeing and resilience;
- safeguarding is embedded throughout the curriculum;
- learning supports pupils to make safe, healthy and responsible choices;
- lessons are delivered in a safe, respectful and supportive environment where all pupils feel valued and able to participate.

Curriculum Structure

- Health and Wellbeing: physical health and healthy lifestyles; nutrition; physical activity; sleep and rest; personal hygiene; emotional wellbeing; recognising and managing emotions; resilience and coping strategies; medicines and household safety; risk management; first aid and emergencies; growing and changing; and digital wellbeing.
- Relationships: families and people who care for us; friendships; communication; kindness and empathy; cooperation; managing disagreements and conflict; personal boundaries; appropriate and inappropriate behaviour; bullying; stereotypes; prejudice; equality, diversity and inclusion; and respectful online communication and relationships.
- Living in the Wider World: rules and responsibilities; rights and responsibilities; belonging and community; democracy and participation; equality and diversity; different views and perspectives; careers and aspirations; money and financial education; saving, spending and budgeting; work and enterprise; sustainability; and contribution to society.

Curriculum Progression

Learning is carefully sequenced from EYFS through Year 6. Key knowledge, vocabulary and skills are revisited, consolidated and developed with increasing depth and complexity. Each half term is structured around an overarching enquiry question. In Key Stage 1, enquiry begins with 'What?' and 'Who?' questions; in Key Stage 2, pupils increasingly explore 'Why?' and 'How?' questions to consider consequences, choices and different perspectives.

Relationships Education, Health Education and Science

Relationships Education is statutory and forms an integral part of our curriculum. Pupils learn about families and caring relationships, friendships, respectful relationships, online safety and awareness, privacy, personal boundaries, body ownership, recognising harmful relationships and seeking help.

Health Education is statutory and includes learning about physical health, mental wellbeing, healthy lifestyles, growing and changing and keeping safe. The National Curriculum for Science includes statutory teaching about the human body, growth, development, puberty and reproduction, and this teaching is delivered to all pupils in accordance with the National Curriculum.

Where additional sex education is provided, it will be age-appropriate, clearly identified in the published curriculum, approved through governance arrangements and communicated to parents. Parents may request withdrawal from additional sex education, but there is no right to withdraw from statutory Relationships Education, Health Education or Science.

6. Teaching and Learning

At Burnside Primary School and Nursery, we are committed to delivering high-quality PSHE and RSE through a whole-school approach that promotes personal development, wellbeing and safeguarding. Teaching is carefully planned, progressive, engaging and responsive to pupils' needs.

High-Quality Teaching

- build upon prior learning;
- develop knowledge progressively across the primary years;
- encourage critical thinking and discussion;
- develop resilience and problem-solving skills;
- promote empathy, respect and understanding;
- enable pupils to apply learning to real-life situations.

Teaching approaches may include:

- whole-class discussion and questioning;
- circle time;
- paired and group work;
- role play;
- scenarios and case studies;
- stories, texts and picture books;
- collaborative learning;
- problem-solving activities;
- videos and visual resources;
- games and practical activities;
- independent reflection;
- quizzes and retrieval activities;
- assemblies, whole-school experiences and workshops where appropriate.

Creating a Safe Learning Environment

Teachers establish clear expectations for learning which promote mutual respect, active listening, kindness, empathy and appropriate language. Pupils are encouraged to contribute, but are never expected or pressured to share personal experiences or information about themselves or their families. Discussions focus on learning rather than personal disclosure.

Responding to Pupils' Questions

- Questions are welcomed and answered honestly, factually, sensitively and using age-appropriate language.
- Teachers may answer a question, explain that it will be covered later, or suggest an appropriate conversation with a parent, carer or trusted adult.
- Questions outside the planned curriculum may be addressed at an appropriate time or individually.
- Teachers do not use personal anecdotes or disclose private information.
- If a question suggests a safeguarding concern, staff follow safeguarding procedures immediately.

Inclusion and Adaptive Teaching

Learning is adapted to ensure that all pupils can participate and make progress, including pupils with SEND, communication and language needs, social and emotional needs, EAL, additional vulnerabilities or barriers to learning. Adaptations may include scaffolding, visual prompts, adapted questioning, pre-teaching vocabulary, flexible grouping, additional processing time, alternative recording methods, additional adult support and carefully adapted resources.

Sensitive Content and Professional Boundaries

Some aspects of PSHE and RSE may be sensitive. Teaching remains factual, inclusive, age-appropriate, respectful of diversity and consistent with statutory guidance. Staff maintain professional boundaries, do not share personal or intimate experiences, do not ask pupils to disclose personal sexual or family experiences, and use professional judgement when responding to questions.

External Visitors

External visitors may contribute where they add specialist knowledge or value. The school remains responsible for the content and quality of teaching. Providers' credentials and suitability will be checked, resources reviewed in advance, and visitors will be expected to follow the school's safeguarding arrangements. The class teacher remains present and retains overall responsibility for lesson content, classroom management, pupil wellbeing and safeguarding.

7. Inclusion, Equality and Meeting the Needs of All Pupils

We believe every pupil has the right to access a high-quality PSHE and RSE curriculum. Our provision promotes dignity, equality, respect and inclusion and reflects the diverse nature of our school, local community and wider society.

Equality and Diversity

- value diversity and recognise individual differences;
- recognise and challenge prejudice, discrimination and stereotypes;
- understand that families and relationships may look different;
- respect different beliefs, cultures, backgrounds and perspectives;
- understand fairness, equality and the rights and responsibilities shared by members of society.

Protected Characteristics

The curriculum supports pupils to develop an age-appropriate understanding of equality and the protected characteristics identified within the Equality Act 2010. These include age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership. These are not taught as isolated concepts but are embedded naturally through learning about fairness, equality, diversity, respect and inclusion.

SEND and Additional Needs

Teachers work with the SENDCo and, where appropriate, parents and carers to ensure learning is accessible and ambitious. Adaptations may include differentiated resources, visual supports, pre-teaching vocabulary, additional processing time, structured discussion, scaffolded activities and targeted adult support.

Cultural and Religious Considerations

The school recognises the range of cultural, religious and family backgrounds represented in the school community. Teaching is factual, balanced, age-appropriate and respectful. Pupils are encouraged to respect different beliefs and values and to engage with differing opinions appropriately while statutory learning requirements are fully met.

Inclusion for All Pupils

- disadvantaged pupils;
- looked-after and previously looked-after pupils;
- pupils who speak English as an Additional Language;
- pupils who have experienced trauma or adverse childhood experiences;

- young carers;
- pupils who may be vulnerable due to safeguarding concerns;
- pupils requiring additional emotional or pastoral support.

8. Safeguarding, Confidentiality and Managing Sensitive Issues

Safeguarding is at the heart of PSHE and RSE. The curriculum helps pupils recognise risks, understand healthy relationships, establish boundaries, recognise unsafe or harmful behaviour and know when and how to seek support.

Creating a Safe and Supportive Environment

Ground rules promote mutual respect, active listening, kindness, empathy, appropriate language and acceptance of differing experiences. Pupils are reminded that they do not need to share personal information.

Confidentiality

Teachers cannot offer or guarantee absolute confidentiality. Pupils are informed that information may need to be shared where there is a concern about their safety or the safety of others. Staff follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead (DSL) or deputy DSL.

Responding to Disclosures

- remain calm and supportive and listen carefully;
- take the pupil seriously and reassure them that they have done the right thing by speaking to a trusted adult;
- do not investigate, interrogate or ask leading questions;
- do not promise confidentiality;
- use the pupil's own words when recording the concern;
- make an accurate, factual record;
- report the concern promptly to the DSL or deputy DSL;
- follow emergency safeguarding procedures where there is immediate danger.

Disclosures may relate to abuse or neglect, domestic abuse, online exploitation, peer-on-peer abuse, harmful sexual behaviour, bullying, discrimination or other safeguarding concerns. Staff will always follow the school's Safeguarding and Child Protection Policy and relevant statutory guidance.

Supporting Pupils

Where appropriate, pupils may receive additional support from class teachers, the DSL, SENDCo, pastoral staff, school nursing services or external agencies. Pupils are regularly reminded that they can speak to a trusted adult in school about worries, concerns or questions.

9. Working in Partnership with Parents and Carers

We recognise the important role parents and carers play in supporting children's personal, social and emotional development. Our PSHE and RSE curriculum complements, rather than replaces, conversations within families.

Partnership with Families

- provide clear information about the PSHE and RSE curriculum;
- publish this policy on the school website;
- share curriculum information at appropriate points during the year;
- provide opportunities for parents and carers to ask questions where appropriate;
- respond sensitively and respectfully to concerns;
- encourage age-appropriate conversations at home about relationships, health, wellbeing, safety and growing up.

Curriculum Information

Parents and carers will be informed about the content and sequencing of the curriculum. Information may include curriculum overviews, website information, letters or electronic communications, parent information sessions where appropriate and opportunities to view teaching materials.

Parents and carers will be informed about which aspects are statutory and which, if any, constitute additional sex education. Parents cannot veto statutory Relationships Education or Health Education.

Responding to Questions or Concerns

Parents and carers are encouraged to contact the school in the first instance if they have questions or concerns. The school will explain curriculum content, statutory requirements and the educational rationale for its provision.

10. Parents' Right to Request Withdrawal from Sex Education

Parents and carers cannot withdraw their child from statutory Relationships Education, statutory Health Education or the National Curriculum for Science.

Where Burnside Primary School and Nursery provides additional non-statutory sex education, the school will clearly identify this content in its published curriculum. Parents have the legal right to request withdrawal from those specific additional lessons.

Requests for Withdrawal

- A parent wishing to request withdrawal should contact the Headteacher in writing.
- The Headteacher, or delegated senior leader, will offer an opportunity to discuss the content of the lessons and the statutory requirements.
- The school will explain the potential implications of withdrawal, including any impact on preparation for secondary education.
- Where a withdrawal request is granted, appropriate alternative educational activity will be provided.

The school respects parents' rights while maintaining its statutory responsibility to provide Relationships Education, Health Education and statutory Science to all pupils.

11. Roles and Responsibilities

The successful delivery of PSHE and RSE relies on shared commitment across the school community.

The Governing Body

- approve and review this policy;
- ensure statutory duties are met;
- provide appropriate oversight;
- monitor implementation and effectiveness through school leaders;
- support the school's safeguarding, equality and inclusion responsibilities.

The Headteacher

- provide strategic leadership;
- ensure statutory requirements are met;
- support high-quality teaching and appropriate staff training;
- promote communication with parents and carers;
- ensure safeguarding procedures are followed;
- monitor provision alongside the PSHE & RSE Lead.

The PSHE & RSE Lead

- coordinate curriculum planning and progression;
- ensure compliance with statutory guidance;
- monitor teaching and learning;
- support colleagues through advice and professional development;
- review resources;
- monitor assessment and pupil outcomes;
- gather pupil, staff and parent voice where appropriate;
- keep up to date with relevant national developments;
- contribute to policy review and curriculum development.

Teaching and Support Staff

- deliver agreed content in accordance with this policy;
- create safe, respectful and inclusive learning environments;
- adapt teaching to meet pupils' needs;
- maintain professional boundaries;
- respond appropriately to questions and disclosures;
- follow safeguarding procedures;
- model the school's values throughout the school day.

Parents and Carers

- work in partnership with the school;
- engage positively with curriculum information;
- reinforce key learning at home where appropriate;
- discuss questions or concerns with the school;
- support children in developing healthy relationships and making positive choices.

Pupils

- participate positively in lessons;
- respect the views and opinions of others;
- follow agreed class expectations;
- ask questions appropriately;
- demonstrate respect, kindness and empathy;
- seek support from trusted adults when needed;
- apply their learning to everyday situations.

12. Staff Training

The school recognises that confident, knowledgeable and well-supported staff are essential to high-quality PSHE and RSE. Staff involved in delivery will receive appropriate professional development and ongoing support relevant to their role.

- statutory guidance and curriculum updates;
- PSHE and RSE pedagogy;
- safeguarding responsibilities and current priorities;
- responding appropriately to pupils' questions;
- managing sensitive discussions and disclosures;
- adaptive teaching and inclusive practice;
- mental health and emotional wellbeing;
- online safety and emerging digital risks;
- equality, diversity and inclusion.

New staff will receive appropriate induction into the school's PSHE and RSE curriculum, safeguarding expectations, curriculum progression, expectations for sensitive topics and procedures for responding to

concerns and disclosures. Training needs will be identified through monitoring, staff feedback, curriculum evaluation, statutory changes and school improvement priorities.

13. Assessment, Monitoring, Evaluation and Review

Assessment in PSHE and RSE is formative and focuses on pupils' developing knowledge, understanding, vocabulary and ability to apply relevant skills. It does not seek to judge pupils' personal circumstances, feelings, beliefs, family experiences or individual choices.

Assessment may include:

- observation;
- discussion and questioning;
- retrieval activities and quizzes;
- pupil reflection;
- written and practical tasks where appropriate;
- pupil voice;
- work samples.

Assessment is used to identify misconceptions, inform future planning, monitor progression and ensure pupils are developing the intended knowledge, skills and understanding.

Monitoring

- curriculum review and audits;
- lesson visits and learning walks;
- scrutiny of planning and curriculum documentation;
- work scrutiny where appropriate;
- pupil voice;
- staff feedback and professional discussion;
- parent feedback where appropriate;
- review of resources and assessment information.

Monitoring focuses on curriculum coverage, progression, consistency of teaching, inclusion and accessibility, safeguarding practice, pupil engagement and the quality of learning experiences.

Evaluation considers pupil confidence and engagement, staff confidence, parental and pupil feedback, governor monitoring, safeguarding developments, statutory guidance and the contribution of PSHE and RSE to pupils' wellbeing, relationships, safety and personal development.

This policy will be reviewed annually, or sooner where required by changes in legislation, statutory guidance, safeguarding developments, curriculum requirements, school improvement priorities or feedback from governors, staff, pupils or parents. Significant amendments will be presented to the Governing Body for approval.

14. Cross-Curricular and Whole-School Learning

PSHE and RSE are reinforced across the wider curriculum and school day. Meaningful links include:

- Science – health, the human body, nutrition, growth, development, puberty and reproduction.
- English – communication, discussion, reading, writing, stories and perspectives.
- Computing – online safety, digital responsibility and technology.
- PE – physical wellbeing, teamwork, cooperation and resilience.
- RE – beliefs, values, respect and diversity.
- Geography – communities, environments and sustainability.
- History – rights, responsibilities and social change.
- Art and Music – creativity, identity, self-expression and emotional wellbeing.

Whole-school experiences, assemblies, pupil voice, school council, charity activities and appropriate awareness events may further reinforce learning and promote consistent messages about wellbeing, relationships, safety, respect and citizenship.

15.Our Commitment

At Burnside Primary School and Nursery, PSHE and RSE are central to our commitment to developing the whole child. We want pupils to leave Burnside with the knowledge, confidence, resilience and personal qualities needed to navigate life successfully; to understand themselves, value others, make positive choices and contribute meaningfully to their community and wider society.

- ACHIEVE – reach their potential through confidence, resilience, independence and a positive attitude towards learning.
- BELONG – feel valued, included, respected and an important part of the Burnside community.
- THRIVE – develop the wellbeing, relationships, character and skills needed to flourish now and in the future.

Our school values provide the foundation for this ambition: **Be Safe – look after yourself and others. Be Smart – think carefully, make positive choices and take responsibility. Be Kind – show respect, empathy and compassion.**