

Dean Field School

Personal, Social and Health Education (PSHE) & Relationships and Sex Education (RSE) Policy



Name of Policy Writer/Amendments	Date Written/Amended		Next Review Date
U Hussain	July 2021		July 2022
U Hussain	July 2022		July 2023
U Hussain	July 2023		July 2024
U Hussain	July 2024		July 2025
U Hussain	July 2025		July 2026
L Brambani	July 2026		July 2027

Intent

At Dean Field we are committed to promoting a safe, healthy and respectful lifestyle. We believe that Personal, Social, Health and Economic (PSHE) education, Relationships Education and Relationships and Sex Education (RSE) are integral to the education and personal development of our pupils. We aim to provide a carefully planned, age-appropriate and progressive programme which supports pupils to develop healthy relationships, understand themselves and others, keep themselves safe, make informed choices and prepare for the opportunities and responsibilities of later life. We use Jigsaw as our whole-school approach to PSHE and RSE, adapting learning where necessary to meet the needs of our pupils and ensuring our curriculum reflects current statutory guidance.

Our RSE curriculum is set within a clear moral and safeguarding framework and is appropriate to pupils' age and maturity. It includes learning about relationships, health and wellbeing, puberty, healthy lifestyles, diversity, personal identity, body boundaries and keeping safe, including online. RSE is not about the promotion of sexual activity.

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by SLT in consultation with all teaching staff, parents and governors. The policy will be available to parents through the school prospectus and website.

This policy has been reviewed in line with the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, which came into effect on 1 September 2026.

Implementation

Planning

We provide PSHE, Relationships Education and RSE through a spiral programme from Nursery to Year 6. Learning is revisited and developed over time so that key concepts are expanded, knowledge is deepened and pupils have regular opportunities to rehearse and apply important skills. Teaching is age-appropriate, sensitive and responsive to the needs of each cohort.

The aims of PSHE at our school are to:

- Provide children with a safe space where they can discuss personal, social and health related topics
- Enable children to recognise their own identity and address their own feelings and emotions
- Allow children to celebrate differences around them and to challenge stereotypes
- Allow children to respect and value differences around them.
- Enable children to understand bullying, recognise different forms of bullying and know how and where to seek help.
- Allow children to set dreams and goals for the future and understand that there may be obstacles along the way
- Provide children with opportunities to learn about the importance of their physical and mental health
- Enable children to understand the role of money in society and develop age-appropriate financial awareness, including simple budgeting.
- Develop pupils' online safety and digital awareness, including respectful online relationships, privacy, age restrictions, harmful content, scams and knowing how and where to report concerns.

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Dean Field, we recognise the important role of parents and carers in children's education and seek to build a positive, supportive relationship based on mutual understanding, trust and co-operation. We proactively inform parents about our PSHE and RSE curriculum and provide opportunities to ask questions, raise concerns and contribute to policy review. Parents can request to view the curriculum materials used to teach RSHE, subject to appropriate copyright arrangements.

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Teaching

Our long-term plan for PSHE and RSE outlines the units covered in each year group.

PSHE – Long Term Plan						
Year Group	Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing me (Summer 2)
EYFS	Self – identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the difference in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/ being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgements Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between male and female bodies Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning Environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthier eating and nutrition Healthier snacks and sharing food	Different types of families Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition
Year 3	Setting personal goals Self – identity and worth Positivity in challenges Rules rights and responsibilities Rewards and consequences Responsible choices Seeing things from others perspectives	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendships and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Challenging my ideas Preparing for transition

Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental changes
Year 5	Planning the fourth coming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in difference cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self and body image Influence of online media on body image Puberty for girls Puberty for boys Growing responsibilities Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizens Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict, differences and celebration Empathy	Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including county lines and gang culture Emotional and mental health Managing strategies	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections and change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Children from Nursery to Year 6 cover the same broad Jigsaw themes at the same time, while the content and learning outcomes are carefully adapted to ensure they are appropriate to pupils' age, maturity and needs. The curriculum has been developed with regard to pupil, parent and staff views. If pupils ask questions outside the planned scope of a lesson, teachers respond in an age-appropriate, factual and sensitive way, taking account of safeguarding responsibilities. Teaching about safety is woven through the curriculum. Pupils learn about appropriate boundaries, privacy, respectful relationships, safe and unsafe contact, trusted adults and how to seek help. Online safety includes respectful online behaviour, privacy and location settings, age restrictions, recognising harmful content or contact, resisting pressure to share information or images, and knowing how to report concerns.

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).

Inclusion

PSHE and RSE are taught in ways that enable every child to access and engage with learning, regardless of background, age, disability, SEND, sex or other protected characteristic. Teaching is accessible, appropriately challenging and engaging, with reasonable adjustments and adaptations made where necessary. Where children have significant additional needs, content may be broken down, revisited or taught through simplified objectives in line with their individual requirements, while maintaining high expectations.

Impact

Assessment and Feedback

Pupils' understanding in PSHE and RSE is assessed through class and group discussion, pupil responses and learning activities. Teachers also assess pupils against the relevant objectives within the Jigsaw scheme on a half-termly basis, identifying whether pupils are

working towards, working at or working beyond the expected learning. This information is used to identify gaps, inform future teaching and provide additional support where required.

Statutory requirements

As a primary Academy, Dean Field must provide Relationships Education to all pupils and Health Education is compulsory in state-funded primary schools. Primary schools are not required to provide sex education beyond the content contained within the National Curriculum for Science, although schools may choose to teach additional age-appropriate sex education. Dean Field has regard to the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, revised for implementation from 1 September 2026.

In teaching Relationships Education, Health Education and any additional sex education, the school has regard to the relevant statutory guidance and legal requirements. Curriculum content is taught factually, sensitively and in an age-appropriate way, with safeguarding and pupils' wellbeing at the centre of our approach.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

The governing board will approve the RSE policy. It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher and Designated Safeguarding Leads liaise with relevant external agencies where appropriate and ensure that all adults working with pupils understand the school's RSE, safeguarding and confidentiality procedures. The Headteacher monitors the implementation of this policy and reports to governors when requested.

Staff who deliver RSE are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Parents' right to withdraw

Parents do not have the right to withdraw their child from Relationships Education, Health Education or content taught as part of the National Curriculum for Science, including relevant science content relating to puberty or reproduction. Where the school provides sex education beyond the National Curriculum for Science, parents have the right to request that their child is withdrawn from this non-statutory sex education and, in primary school, the Headteacher will grant that request. We encourage parents to speak with a member of SLT if they have questions or concerns so that the content and purpose of the teaching can be discussed. Requests for withdrawal should be made in writing to the Headteacher. Pupils who are withdrawn will be provided with appropriate, purposeful alternative education.

Confidentiality

Teachers conduct RSE lessons sensitively and establish clear ground rules so that pupils understand that personal disclosures should not be encouraged in whole-class discussion. Staff cannot promise confidentiality. If a pupil makes a disclosure or raises a concern which indicates that they or another child may be at risk of harm, staff will follow the school's safeguarding and child protection procedures and report the concern to a Designated Safeguarding Lead. Concerns will be handled sensitively and information shared only with those who need to know in order to safeguard the child.