

PSHE AND RELATIONSHIPS EDUCATION POLICY

Updated in line with statutory RSHE guidance effective September 2026.



Alexander McLeod Primary School

Updated: September 2026
Date of review: September 2027

Introduction

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. They also make Health Education compulsory in all schools.

Here at Alexander McLeod Primary School, we know that in order to embrace the challenges of creating a successful and happy adult life, pupils need to gain the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We choose to deliver relationships and health education as part of a timetabled PSHE programme.

This policy reflects the statutory RSHE guidance effective from September 2026. It is reviewed regularly in consultation with parents, carers, staff and governors, and is approved by the Headteacher and governing body.

School context

Alexander McLeod Primary School community is enriched with religious, ethnic and economic diversity. Our staff take great care to ensure they understand the potential risks for pupils with particular protected characteristics. Each year, all staff receive appropriate safeguarding training which is relevant to the context of the school and its pupils. We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. Further information on how the school actively promotes positive relationships and challenges prejudice can be found in the Anti-Bullying, Behaviour and Safeguarding Policies.

We ensure that all of our teaching is sensitive and age-appropriate in approach and content. In addition, we work hard to promote positive representation of the pupils and families in our school community, ensuring that different types of families are represented in texts and scenarios that children explore in PSHE and the wider curriculum.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (collectively known as the protected characteristics). At our school, we understand the need to make reasonable adjustments to alleviate disadvantage and are mindful of the SEND Code of Practice when planning for these subjects.

Primary schools are required to provide Relationships Education and Health Education, alongside the relevant statutory Science curriculum. Schools may choose to teach additional sex education beyond these requirements. At

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Alexander McLeod Primary School, our current PSHE curriculum focuses on statutory Relationships and Health Education and does not include planned additional, non-statutory primary sex education.

Relationships Education

According to guidance from the DFE, the focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. These foundations help pupils understand permission, personal boundaries and respect for others. Children learn to recognise when physical contact is appropriate or inappropriate, how to express their own boundaries and why they must respect the boundaries of others.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From EYFS, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Our PSHE curriculum is complemented by the Digital Literacy (online safety) strand of the computing curriculum.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a

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different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes. As well as promoting self-respect and self-worth, we encourage pupils to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. Promotion of our school values is one of the fundamental ways in which we embed discussion of the personal attributes that contribute to happy and successful relationships in our community.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At our school, this is delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Children are taught about body autonomy, personal boundaries, and how to report anything that makes them feel unsafe - both offline and online.

Subject content

The PSHE curriculum is taught in every year group from Y1 to Y6. In EYFS, teachers plan according to the Early Years framework, ensuring that children have a range of learning experiences to promote their personal, social and emotional development.

PSHE is delivered throughout the academic year using a clearly structured programme of age-appropriate lessons for Years 1 to 6. Teachers are



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responsible for planning and delivering all required lessons within their year group, with flexibility over when these take place. This allows teachers to respond to pupils' needs while ensuring that the curriculum is taught in full. Lessons are normally delivered by class teachers, who know the children and their individual needs.

The curriculum overview in Appendix 1 reflects the proposed timing of PSHE objectives, as identified by teachers during the planning process. This provides an overview of intended coverage across the academic year rather than a fixed delivery schedule. Teachers retain flexibility to adapt the timing of lessons in response to the needs of their pupils and wider curriculum demands, provided that all required objectives are taught by the end of the academic year.

Appendix 1 provides an overview of the PSHE objectives planned for each year group, including their proposed delivery across the academic year. Our curriculum has been reviewed alongside Science, Computing, Design & Technology and other subjects to identify where statutory content is already taught effectively, reduce unnecessary duplication and allow greater depth of learning. PSHE is also supported through assemblies, class discussions, wider school experiences and opportunities to apply learning across the curriculum.

Teaching about bodies, puberty and physical development uses scientifically accurate and age-appropriate language. Staff approach sensitive or contested matters carefully, without presenting contested views as established fact, and in accordance with statutory guidance.

Zones of Regulation

Alongside PSHE, Alexander McLeod Primary School implements Zones of Regulation as a whole-school approach to developing emotional literacy and self-regulation.

Children are taught to recognise and name their emotions, understand how feelings can influence their behaviour and identify strategies that support regulation. Through a shared language and the development of individual toolkits, pupils are supported to recognise their needs and respond appropriately to different situations.

Zones of Regulation complements our PSHE curriculum but does not replace statutory Relationships or Health Education. Together, these approaches help pupils develop the knowledge and practical skills to manage emotions, maintain positive relationships and seek support when needed.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.

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Staff will not present political or ideological views as fact, particularly in areas that are outside the statutory curriculum. Where controversial topics arise, a balanced and factual approach is taken.

When handling such questions, staff at Alexander McLeod are advised to:

- remain professional and ensure the pupil does not feel embarrassed for asking the question
- recognise that the pupil has asked this question because they see the staff member as someone they can trust
- ensure the environment is appropriate to address the question (for instance by ensuring there is not a large audience of other pupils but also ensuring another staff member is present)
- assess, according to their training, whether the question indicates any safeguarding risks to the child and take the appropriate actions if so (according to the Safeguarding Policy)
- remain factual and avoid using any euphemistic or unscientific language
- respond to questions in a factual, sensitive and developmentally appropriate way, taking account of the school's agreed curriculum. Where a question goes beyond planned teaching, staff should use professional judgement and seek advice from SLT where necessary, including consideration of safeguarding and appropriate communication with parents or carers.
- be mindful that, given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Pupils with SEND

Alexander McLeod Primary School is an inclusive school community. As such, we ensure that the PSHE curriculum can be accessible in a meaningful way to all pupils, including those with SEND. High quality teaching that is adapted and personalised is our starting point to ensuring accessibility for SEND pupils.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education is particularly important for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects. For some SEND pupils in our school, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. This applies

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particularly to the pupils in The Meadow provision. As with all teaching for these subjects, we ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Teaching and resources are adapted to pupils' individual needs and developmental stages while maintaining access to the curriculum and its safeguarding messages. Staff ensure that adaptations remain age-appropriate, sensitive and consistent with statutory guidance.

Some of the ways in which teaching is adapted for pupils with SEND include, but are not limited to:

- use of visuals and symbols to support understanding of subject-specific language
- careful consideration of the learning environment so as to reduce unnecessary extraneous cognitive load
- revisiting key concepts often and in context
- personalised strategies that support targets on EHCPs
- familiar and trusted adult support which takes into account the individual child's needs

What makes a kind person?

1. Kind words



2. Kind actions



3. Letting everyone join in



4. Finding help when someone needs it

Use of External Visitors and Resources

Any external organisation, visitor or resource used to support RSHE will be reviewed by school leaders to ensure that its content is accurate, age-appropriate and consistent with the school's curriculum and statutory guidance. Teachers retain responsibility for the teaching and supervision of lessons, including those supported by external visitors. Resources will be available for parental inspection in accordance with statutory requirements.

Monitoring and evaluating the subject

The implementation of the PSHE curriculum in our school is monitored in various ways across the academic year. The Subject Leader collaborates with other middle and senior leaders to evaluate outcomes in books and ensure adequate quality of provision. This takes place informally through planning scrutiny and gathering of staff and pupil voice. There is also at least one scheduled subject review each academic year, in which the Subject Leader can look more forensically at evidence from a range of sources and identify strengths and areas for improvement in the subject.

Monitoring also considers whether all planned lessons have been delivered, whether pupils demonstrate secure understanding of key concepts and how effectively PSHE is complemented by Zones of Regulation and learning in other subjects. The Subject Leader works with staff to identify gaps in coverage, support consistent delivery and make improvements where necessary.

This policy will be reviewed annually and updated in response to new guidance or feedback from stakeholders.

Working with parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We believe that parents and carers should have opportunities to understand and contribute to the development of our PSHE and RSHE curriculum. We consult parents on our RSHE policy and aim to make curriculum information and teaching materials accessible. Parents will be informed in advance of sensitive learning, such as puberty and menstruation, so that they understand what will be taught and can support conversations at home. We also provide opportunities for parents to view curriculum materials, see examples of pupils' learning and share feedback.

Parental right to Withdraw

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or the National Curriculum for Science.

Our school delivers statutory Relationships Education and Health Education through its PSHE curriculum, alongside relevant statutory Science content. We do not currently plan to deliver additional, non-statutory primary sex education. Consequently, there are no planned PSHE lessons from which the parental right to withdraw applies.

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Should this provision change, parents and carers will be consulted and informed of their rights. Parents would have the right to request withdrawal from additional sex education taught outside the statutory Science curriculum, and such requests would be granted in accordance with statutory guidance.

Parents are encouraged to contact the school if they have questions about lesson content or wish to discuss the curriculum further.

Further guidance for parents from the Department for Education can be found via the following link:

https://assets.publishing.service.gov.uk/media/5f2c2b98e90e0732d9008d61/RSE_primary_schools_guide_for_parents.pdf

Appendix 1: PSHE overview 2026-27

<div>  PSHE Subject Overview 2026-27 </div>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Being My Best <ul style="list-style-type: none"> GD Listen to the views of others and show respect GD Understand simple ways to resolve disagreements GD Demonstrate British Values (e.g. rule of law, respect) 	Health and Wellbeing <ul style="list-style-type: none"> Identify basic emotions and simple self-care strategies (e.g. rest, time with friends). Know the benefits of being active and getting outside. Relationships <ul style="list-style-type: none"> Identify who cares for them in their family and why families are important. Learn how to make and choose friends and why friendships are important. Learn the basics of kindness, manners, and taking turns in friendships. 		Health and Wellbeing <ul style="list-style-type: none"> Recognise that their body belongs to them and identify external body parts (use correct terms: penis, vulva, etc.). Relationships <ul style="list-style-type: none"> Understand the concept of privacy and that everyone's body belongs to them. Know who to talk to if they feel unsafe or unsure about something 		Living in the Wider World <ul style="list-style-type: none"> Recognise hazards at home and school and how to avoid them. 	
Y2 Being My Best <ul style="list-style-type: none"> GD Respect others' ideas and compromise where needed GD Apply British Values to classroom and community behaviour 	Relationships <ul style="list-style-type: none"> Recognise that families can look different but all can provide love and care. Understand why we respect others who are different or have different views. 	Living in the Wider World <ul style="list-style-type: none"> Understand road safety basics. 	Relationships <ul style="list-style-type: none"> Know that kind friendships don't exclude others and should make us feel happy. Know when it is right to tell a trusted adult something that feels unsafe. 		Health and Wellbeing <ul style="list-style-type: none"> Identify and name body parts (including genitalia) and understand that bodies grow and change. Learn that everyone feels worried or sad sometimes and this is normal. 	

Y3 Being My Best <ul style="list-style-type: none">• GD Show respect and empathy in discussions• GD Work cooperatively and share responsibilities	Health and Wellbeing <ul style="list-style-type: none">• Talk about emotions using a wide range of vocabulary.	Relationships <ul style="list-style-type: none">• Understand what makes a family stable and safe (e.g. spending time, support).• Understand that it's normal to feel lonely sometimes and that help is available.• Learn how to stay safe in everyday situations, including responding to strangers.	Health and Wellbeing <ul style="list-style-type: none">• Understand the risks of not being active, including how it affects the body.	Living in the Wider World World <ul style="list-style-type: none">• Learn how to stay safe around water and the importance of the water safety code.	Health and Wellbeing <ul style="list-style-type: none">• Name external genitalia using accurate terms. Relationships <ul style="list-style-type: none">• Discuss setting personal boundaries and respecting others' boundaries.
Y4 Being My Best <ul style="list-style-type: none">• GD Demonstrate leadership in group tasks• GD Support fairness and challenge injustice where seen	Living in the Wider World <ul style="list-style-type: none">• Understand safety near railways, crossings and in unfamiliar environments.	Health and Wellbeing <ul style="list-style-type: none">• Understand that support is available if they feel isolated or sad.• Explore how being active helps with sleep, mood and focus.• Begin learning about growing and changing, including body part names.	Relationships <ul style="list-style-type: none">• Discuss what makes relationships within families healthy and respectful.• Explore traits of supportive friendships like honesty, trust, and generosity.• Understand how to be assertive without being unkind; manage feelings respectfully.• Recognise safe vs unsafe contact and how to say "no" confidently.		
Y5 Being My Best <ul style="list-style-type: none">• GD Listen actively and value different viewpoints• GD Take responsibility for personal actions and support group decisions	Health and Wellbeing <ul style="list-style-type: none">• Learn about bereavement, grief and how people deal with loss in different ways.• Explore puberty: physical and emotional changes, and body boundaries.	Relationships <ul style="list-style-type: none">• Learn about lifelong commitments like marriage and civil partnerships.• Discuss ups and downs in friendships and how to work through them.• Explore how self-respect and self-esteem impact happiness and relationships.• Understand how to judge who to trust and where to go for help.	Living in the Wider World <ul style="list-style-type: none">• Learn how to respond to common injuries and the basics of first aid.• Revisit all areas and discuss practical risk management skills.		

<p>Y6 <u>Being My Best</u></p> <ul style="list-style-type: none"> • GD Model positive behaviour and support others to do the same • GD Explain the importance of democratic participation and fairness 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Know when and how to ask for mental health support and recognise early signs. • Reflect on making personal activity goals and healthy lifestyle choices. • Understand menstruation, hygiene, and managing change confidently. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Identify when a family relationship may be unsafe or unhappy and how to seek help. • Recognise when a friendship feels wrong or unsafe and how to get support. • Identify bullying (including online), how to report it, and challenge stereotypes. • Know how to report concerns or harm and to keep asking for help until heard. 	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> • Learn facts about harmful substances, including smoking, vaping and drug use. • Know how to call emergency services clearly and when to do so. • Consolidate all personal safety knowledge, including hazard identification and emergency situations.
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