



Personal, Social, Health and Relationships Policy (PSHRE) Policy 2026

Approved by: Trina Sillence

Last reviewed on: March 2026

Next review due by: March 2028

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for getting older, and give them an understanding of personal development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Eling Infant school and Nursery, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to discuss the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size

- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions

- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that PSHRE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Trina Sillence through:

- Pupil conferencing
- Time in sessions
- Review of the plans
- Talking with teachers

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Trina Sillence. At every review, the policy will be approved by the governing body.



Appendix 1: Curriculum coverage by DFE

Relationships education coverage by the end of the primary phase.

This is a summary of what children will be taught by the end of their primary education. Most of these topics will be taught in KS1 in a way that is appropriate to their age and development and extended as they progress through primary school.

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype














TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 2: Eling Infant School and Nursery Curriculum Map













Reception/P1

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn																
Spring												<p>Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.</p>				
Summer																

Year 1/P2

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain 					myHappymind Places 					Showing respect and managing hurtful behaviour 	myHappymind - Celebrate 				
Spring	myHappymind - Appreciate 		Healthy Lifestyles 		Buffer		myHappymind - Relate 		Families and positive close relationships 		Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	myHappymind - Engage 			Shared responsibilities 	Communities 	Ourselves Growing and Changing 	Ourselves, Growing and Changing - Transition 	Buffer								

Year 2/P3

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappyMind - Meet Your Brain 					myHappyMind Places 				myHappyMind - Celebrate 			Buffer			
Spring	myHappyMind - Appreciate 		Keeping Safe 		Media Literacy and Digital Resilience 	myHappyMind - Relate 			Friendships 		Buffer		<p>Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.</p>			
Summer	myHappyMind - Engage 			Safe relationships 		Economic Wellbeing 		Buffer	Our Lives, Growing and Changing - Transition 	Buffer						

<p>My Happy Mind – Meet your brain</p> <p>The Meet Your Brain module is all about how your brain works and how you can help it to be at it's very best! This module is focused on giving children a foundation knowledge of the brain and teaching them how they can look after their minds to be at their very best. (KS1)</p>	<p>My Happy Mind- Celebrate</p> <p>Celebrate: Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self- esteem. Appreciate: Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being. (KS1)</p>	<p>My Happy Mind -Appreciate</p> <p>Appreciate is focussed on teaching children the following: How being grateful or, being thankful make us feel. The different ways to show gratitude or to express our thanks. The importance of taking time out to stop and be grateful or thankful. (KS1)</p>
<p>My Happy Mind -Relate</p> <p>Relate is focussed on teaching children the following: How to develop good listening skills The importance of listening to others What we can learn when we listen to others. (KS1)</p>	<p>My Happy Mind- Engage</p> <p>Engage: Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too. (KS1)</p>	<p>My Happy Mind -Relate</p> <p>Relate is focussed on teaching children the following: How to develop good listening skills The importance of listening to others What we can learn when we listen to others. (KS1)</p>
<p>Keeping Safe</p> <p>The children will learn how to keep themselves safe and healthy in lots of different places- at home, outside and even online. (KS1)</p>	<p>Media literacy and digital resilience</p> <p>Children will explore how we can use the internet to research and communicate online. They will also discuss the importance of using the internet safely. (KS1)</p>	<p>Friendships</p> <p>The children will explore the qualities of a good friend. They will deepen their understanding of how their actions can impact the feelings of others. (KS1)</p>

<p>Safe Relationships</p> <p>The children will learn about the difference between safe and unsafe secrets and why it's important not to keep certain secrets. They will also learn why it is essential to ask permission for things that we are unsure about.</p> <p>(KS1)</p>	<p>Economic Well Being</p> <p>The children will learn about money and where it comes from. They will begin to explore the ideas of saving money and categorise things into 'wants' and 'needs'</p> <p>(KS1)</p>	<p>Ourselves, growing and changing</p> <p>The children will learn that everyone changes in different ways and our needs change as we grow up.</p> <p>(KS1)</p>
<p>Showing respect and managing hurtful behaviour</p> <p>The children will learn the definition of bullying. They will explore effective strategies to use if they or someone they know experiences bullying, as well as discuss poor decisions that could be made in these situations and understand their potential consequences.</p> <p>(KS1)</p>	<p>Healthy lifestyles</p> <p>The children will be learning about how to be a 'Healthy Hero'. They will look closely at their before and after habits. This will give them a secure understanding of how they can become one too.</p> <p>(KS1)</p>	<p>Families and positive close relationships</p> <p>Children will be thinking about their close family as well as their extended family relatives. The focus will be on how they feel cared for by members of their family.</p> <p>(KS1)</p>
<p>Sharing responsibilities</p> <p>The children will help a character to follow some rules to help the environment as they try to grow 'Love of Life and Our World' character strength</p> <p>(KS1)</p>	<p>Communities</p> <p>The children will learn about the different roles we have in our communities and how these can differ. They will also explore the responsibilities that they have in their own lives and communities.</p> <p>(KS1)</p>	<p>My Happy Body</p> <p>The children will learn to manage personal hygiene needs. Know and talk about factors that support their overall health and well-being. Understand the need for regular physical activity, healthy eating, teeth brushing, sensible amount of screen time, having a good sleep routine and being a safe pedestrian.</p>

		(EYFS)
<p>My Happy Relationships</p> <p>The children will build constructive and respectful relationships. They will continue developing positive attitudes about the differences between people. They will express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenges. Identify and moderate their own feelings socially and emotionally. They will think about the perspective of others (EYFS)</p>	<p>My Happy World</p> <p>The children would show an interest in different occupations. They will develop a sense of responsibility and community. Begin to understand the need to respect and care for the natural environment and living things. They will be able to name and describe people who are familiar to them. They will see themselves as a valuable individual.</p> <p>(EYFS)</p>	