Personal, Social, Health and Economic (PSHE) Education Policy for Junior School

Including Statutory Relationships, Sex and Health Education (RSHE)

Introduction and Regulatory Framework

Personal, Social, Health and Economic (PSHE) education, incorporating Relationships, Sex and Health Education (RSHE), enables children to become healthy, independent, resilient, and responsible members of society.

This policy has been comprehensively updated to comply with the Department for Education's (DfE) revised statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, which becomes fully mandatory on 1 September 2026.

In line with statutory updates, old terminology such as "Sex and Relationships Education" (SRE) has been replaced to reflect the distinct statutory pillars of the 2026 framework:

- Statutory Relationships Education: Compulsory for all primary pupils.
- Statutory Health Education: Compulsory for all primary pupils.
- Non-Statutory Sex Education: Tailored age-appropriately for primary pupils, with a clear parental right to withdraw.

RSHE at Silcoates Junior School is part of lifelong learning about the emotional, social, and physical aspects of growing up, relationships, health, and human development. It aims to provide children with essential skills for building positive, enjoyable, respectful, and non-exploitative relationships, alongside the tools to stay safe both online and offline. RSHE is strictly fact-based, age-appropriate, objective, and is not about the promotion of early sexual activity.

Aims and Objectives

The aims of PSHE and RSHE at Silcoates Junior School are to enable children to:

- Understand school and Fundamental British Values, identifying their impact on daily lives, the school community, and the wider world.
- Know and understand what constitutes a healthy physical and mental lifestyle, without over-medicalising everyday emotions like sadness, grief, or loneliness.
- Know how to keep themselves and others safe in physical environments, including specific awareness of road, rail, and water safety.
- Understand what makes for good, healthy, and consensual relationships with others, recognising diverse and loving family structures.
- Cultivate respect, tolerance, and empathy for others, preventing discrimination in line with the Equality Act 2010.
- Become independent, responsible, and active members of a democratic society.
- Develop self-confidence, self-esteem, critical thinking, and the agency to make informed choices regarding personal, digital, and social issues.
- Develop economic literacy, including a knowledge of money, budgeting, and awareness of online financial harms such as scams and in-game monetisation.

- Prepare for puberty by providing a clear, scientifically accurate understanding of human development, physical growth, and the importance of health and hygiene.

Curriculum Organisation and Timetabling

Lesson Delivery

- Pupils in Years 1 to 6 receive a weekly dedicated, discrete PSHE/RSHE lesson.
- PSHE and RSHE are further enriched through cross-curricular links (such as Religious Studies, Science, and Computing), as well as assemblies, class discussions, circle times, and whole-school events (e.g., Mental Health Awareness Week, Anti-Bullying Week).
- Residential visits in Key Stage 2 provide active opportunities for pupils to develop self-esteem, leadership, team-building, and cooperative skills.
- Lessons are structured to allow active participation, group work, and discussion, enabling natural differentiation based on pupils' attitudes, maturity, and learning styles.

Early Years Foundation Stage (Reception)

In Reception, PSHE is taught as an integral part of the daily curriculum. Planning is directly mapped to the Early Years Foundation Stage (EYFS) statutory framework, primarily through the prime areas of Personal, Social and Emotional Development (PSED) and Understanding the World. Reception also follow the EC Complete Primary PSHE scheme of work for Reception.

Key Stages 1 and 2 (Years 1 to 6)

Silcoates Junior School has adopted the EC Complete Primary PSHE scheme of work. This specialist scheme is fully aligned with the September 2026 statutory guidance, providing a cohesive, evidence-based, and carefully sequenced framework across all year groups.

While foundational themes are revisited dynamically each year through the *EC Complete Primary PSHE* curriculum, focused modules on physical changes and human reproduction are mapped out as follows:

- Key Stage 1 (Years 1 & 2): Focusing on growing and caring for our bodies, naming body parts, and understanding family dynamics.
- Lower Key Stage 2 (Years 3 & 4): Focusing on physical and emotional changes, body care, and an introduction to puberty.
- Upper Key Stage 2 (Years 5 & 6): Focusing on advanced puberty, healthy relationships, changing bodies, human reproduction, and how a baby is conceived and born.

Supplementary resources such as Picture News, Pop'n'Olly literature, and vetted materials from the PSHE Association are used to enhance delivery.

Key 2026 Content Inclusions

To meet the 2026 regulatory updates, our curriculum explicitly integrates the following protections:

Safeguarding, Anatomy, and Vocabulary

As a core protective safeguarding measure, Health Education lessons will teach children the correct biological names for body parts, including external genitalia. This ensures children have the accurate, non-ambiguous vocabulary required to describe their bodies and report any instances of harm or abuse clearly to a trusted adult.

Public and Personal Safety

In addition to general safety, specific focus is given to risk reduction in physical environments. Pupils are taught explicitly about road safety, railway safety (including level crossings), and water safety via the national Water Safety Code.

Digital Literacy and Online Financial Harms

Online safety goes beyond cyberbullying to address modern digital vulnerabilities. Pupils are taught to identify online financial harms, including the risks associated with in-game monetisation, online scams, and commercial fraud. They are also taught about data privacy, location settings, and building critical resilience against manipulated online content.

Gender Identity and Inclusivity

Lessons celebrate diverse family structures (e.g., same-sex parents, single parents, foster/adoptive families). In line with statutory guidelines, teaching is objective and factually accurate; the school does not promote or present contested ideological beliefs regarding gender identity as established facts.

Safe and Effective Practice

PSHE and RSHE frequently touch upon pupils' real-life experiences. To maintain a safe, emotionally secure learning environment, teachers implement the following protocols:

- Every class establishes clear, respectful ground rules before discussing sensitive topics (e.g., no personal questioning, listening without judgment).
- Teachers utilise external scenarios, fictional case studies, role-play, and character stories rather than asking pupils to share private personal information.
- If a pupil asks an unexpected or age-inappropriate question during a lesson, the teacher will acknowledge the question but defer answering it in front of the whole class. The teacher will address the child individually later or liaise with parents where appropriate. Children are encouraged to use an 'Ask it Basket' to allow them to drop in written questions or worries about sensitive, awkward or complex topics.
- Staff are mindful that RSHE lessons can trigger personal disclosures. Any pupil indicating they may be at risk will receive immediate, structured support by staff strictly adhering to the school's *Child Protection and Safeguarding Policy*.

Equality of Opportunity and SEND

PSHE/RSHE is fully inclusive and accessible to all children regardless of gender, race, faith, background, or ability.

The Head of Junior School will consult with the Head of Learning Support to ensure that the *EC Complete Primary PSHE* curriculum is appropriately adapted, scaffolded, or reinforced for pupils with additional needs when required.

Equality, Diversity and Inclusion (EDI)

Equality, Diversity and Inclusion (EDI) are key principles that help create a safe, welcoming and respectful environment where all children are valued and supported to achieve their full potential.

Equality means ensuring that every pupil has fair access to opportunities and resources, while recognising that some children may require additional support to meet their individual needs.

Diversity involves recognising, respecting and celebrating the differences that make each individual unique. These differences may include culture, ethnicity, religion, language, family background, abilities and life experiences.

Inclusion means ensuring that all pupils feel welcomed, respected and able to participate fully in school life. An inclusive environment removes barriers to learning and promotes a sense of belonging for everyone.

At Silcoates Junior School, equality, diversity and inclusion are promoted through the curriculum, school values, assemblies and enrichment activities. The school takes opportunities throughout the year to recognise and celebrate age-appropriate events linked to the protected characteristics outlined in the Equality Act 2010. These protected characteristics can include: age, disability, race, religion or belief, sex, and sexual orientation.

Through themed events, awareness days, assemblies and classroom learning, pupils develop an understanding of different cultures, beliefs, backgrounds and experiences. This helps to foster respect, empathy and acceptance of others. The school also promotes inclusive teaching practices, adapts learning where necessary to meet individual needs, and actively challenges discrimination, prejudice and bullying.

By embedding the principles of equality, diversity and inclusion into everyday school life, Silcoates Junior School helps pupils develop confidence, respect for others and an appreciation of the diverse society in which they live.

Parental Consultation, Transparency, and Right to Withdraw

Silcoates Junior School operates under a policy of absolute transparency with parents and carers regarding our RSHE provision.

Transparency of Materials

Parents and carers have a right to view the actual curriculum resources, lesson plans, and media being used to teach their children.

- Overview documents can be accessed at any time via our parent portal: Silcoates Firefly Link
- The EC Complete Primary PSHE scheme is available for parental inspection upon request.

The Right to Withdraw

Parents/carers cannot withdraw their children from statutory Relationships Education or Health Education (which includes puberty and the biological components of the National Curriculum for Science).

Parents/carers do have the right to request that their child be withdrawn from the non-statutory components of Sex Education taught within primary PSHE (specifically, lessons focusing on human conception and how a baby is made).

Process for Withdrawal: If a parent/carer wishes to exercise this right, they must notify the Head of Junior School in writing at least one week prior to the scheduled lessons. Upon receiving the request, the school will arrange a meeting with the parents/carers to discuss their concerns, offer a look at the specific lesson resources, and outline the alternative educational arrangements made for the child during that period.

Non-statutory Sex Education modules are scheduled to take place during the Summer Term, after the half-term break.

Assessment, Recording, and Monitoring

Assessment

Teachers assess pupils' understanding through formative methods, including observing discussions, reviewing class participation, and tracking progress against the specific learning objectives built into the *EC Complete Primary PSHE* scheme.

Recording

Class floor books (large books) are maintained in each year group to collate collective work, display brainstorming sessions, note key discussions, and store photographic evidence of active learning.

Monitoring and Review

The Head of Junior School is responsible for monitoring the overall standards of children's work and the quality of teaching across the phase. The Head of Junior School provides strategic direction, updates staff on regulatory changes, monitors curriculum coverage, and conducts regular work scrutiny and pupil voice reviews.

Links to Other Policies

This policy must be read in conjunction with the following school documents:

- *Child Protection and Safeguarding Policy*
- *Anti-Bullying Policy*
- *Behaviour Policy*

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The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.			
Reviewed by:	Mrs Ellen Moss - Head of Junior School		
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