



Collingwood Primary School
Relationships and Sex Education Policy (RSE)
& Personal, Social, Health Education Policy (PSHE)
July 2026

Last Review	July 2026
Next Review	July 2027
Review Cycle	Yearly

1. Aims and Definitions

To ensure that all parents/carers and staff are clear about the expectations regarding Relationships and Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) Education.

RSE/PSHE involves teaching pupils about the emotional, social and physical aspects of life, including positive relationships, puberty, sex and sexual health. It aims to help pupils to understand relationships, learn to respect themselves and others, and recognise their responsibility in terms of making well-informed decisions about their lives. It helps children and young people stay healthy and safe, in both the wider world and online, and prepared for life in modern Britain.

We, as a school, understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex health and economic curriculum for all our pupils and our role in the development of personal and social skills. This policy sets out the framework for our RSE/ PSHE curriculum, providing clarity on how it is informed, organised and delivered. This policy also clarifies how we implement the [Relationships Education, Relationships and Sex Education and Health Education statutory guidance](#).

At Collingwood Primary School, we believe that the health and wellbeing of the children is of equal importance as academic achievement.

2. Introduction

This policy has been drawn up following the “Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers” produced by the Department for Education 2025. This is based on “Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025”.

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

3. Parents’/Carers Rights

Relationships Education is a statutory requirement of the National Curriculum so parents/carers **cannot** withdraw their children from this. This is taught as part of the PSHE/RSE curriculum and we offer parents and carers information on the content and delivery of this curriculum.

The science curriculum includes content on human development, including reproduction, which there is **no** right to withdraw from.

At Collingwood Primary School pupils will also learn about reproduction and conception as part of RSE/ PSHE education curriculum. These age-appropriate lessons aim to empower pupils with knowledge about their bodies, relationships, respect, consent, and communication, which are essential for building healthy relationships.

Parents/carers will be informed about any planned lessons on Sex Education and given the opportunity to discuss the content and delivery. Parents/carers **do** have the right to withdraw their child from the sex education content of the curriculum following consultation with the headteacher.

4. Responsible Party

The Governing Body, Headteacher, Relationships, Sex and Health Education (RSHE/PSHE) Subject Leader, all have key roles in this policy as defined below.

5. Definitions

Relationships- 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, including online.

Sex education-. Teaching children to develop healthy relationships with others, in an age-appropriate way, including online. It reduces a range of harms to children as they grow, and supports them to seek help should they experience harm.

Health education- Teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

Parent- any individual with parental responsibility including carers.

6. Curriculum Overview, organisation and Delivery

Every Primary School is required to deliver statutory relationships education, health education and economic education.

RSE has three main elements: attitudes and values, personal and social skills, and knowledge and understanding.

RSE and Health Education coincide with one another and are delivered by Collingwood school teachers and support staff as part of the PSHE curriculum. However, external agencies may be invited in to support with this following prior planning and discussion of policies and lesson content.

The relationships, sex and health curriculum take into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by Contacting the Headteacher.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

7. Consultation with parents

At Collingwood we understand the important role parents/carers play in enhancing their children's understanding of relationships, sex, health and the economy. The school works closely with parents by establishing open communication.

Parents/carers can request further information regarding:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group

Parents/carers wishing to withdraw their child from the non-statutory sex curriculum need to inform the Headteacher in writing.

A parent consultation session is offered to all parents/carers prior to the delivery of sex education.

Teaching of the RSE/PSHE curriculum at Collingwood covers the following aspects:

Attitudes and values:

- Understanding the importance of values, integrity and morals
- Understanding the value of family life, marriage, and stable and loving relationships for nurturing children
- Understanding the value of respecting, loving and caring for others
- Exploring, considering and understanding moral issues
- Developing critical thinking as part of decision-making

Personal and social skills:

- Understanding how to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for themselves and others
- Understanding how to make choices informed by recognising the difference of what is right and wrong, and by removing any prejudice
- Understanding what consequences may occur as a result of the decisions they make
- Understanding how to effectively manage conflict
- Learning how to recognise and avoid exploitation and abuse.
- Learning how to stay safe online.
- Learning how to stay safe in the community.

Knowledge and understanding:

- Understanding the process of physical development at different life stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

This website will be used as a resource -

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Relationships Education

The focus of the teaching at primary level is to determine building blocks for healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. (Education Durham)

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a well sequenced, progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. We recognise that young people can start developing healthy behaviour and relationship skills as soon as they start school and therefore our curriculum covers all statutory topics from Early Years to Year 6.

The school always considers the age and development of pupils when deciding what will be taught in each year group.

Health Education

The focus at primary level is teaching the characteristics of and promoting good physical health and mental wellbeing. It includes various aspects of health, including physical, mental, emotional, and social well-being and the skills needed to make informed decisions and adopt behaviours that lead to healthy lifestyles.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Drugs, Alcohol, Tobacco & Vaping Education

The aim of Drugs, Alcohol, Tobacco and vaping education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

This is taught in PSHE and Science lessons.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The age and development of pupils is always considered when delivering sex education.

Economic Education

Our curriculum focuses on financial capability and career-related learning as non-statutory but essential elements, complementing mandatory Relationships and Health Education.

Delivery of the Curriculum

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.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Classes may be taught in gender-segregated groups, depending upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion in a safe environment. Difficult questions will be addressed by the Teacher if possible, however we will seek advice from outside agencies if necessary. All teachers are trained in safeguarding in order to offer appropriate support, in line with the school safeguarding policy.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. Discrimination and stereotypes will be identified, discussed and challenged, including those linked to misogyny, where negative or unfair attitudes are recognised and addressed.

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing, while also encouraging a positive outlook, self-confidence, and an appreciation for healthy, happy lifestyles.

8. Resources and teaching method

Teachers use a range of high-quality resources, tailoring as appropriate to the age and ability of the pupils. This includes: NSPCC web-resources, Twinkl, Rise Above puberty, PSHE association resources.

9. Assessment

Teachers will assess pupils' learning through talk and observation, as well as by considering written responses.

The key objectives will be assessed where possible in line with national curriculum guidelines.

10. Working with External Experts

External experts may be invited to assist from time-to-time with the delivery of the RSE/PSHE curriculum and will be expected to comply with the provisions of this policy.

The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

11. Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Discipline and Behavioural Policy, Child Protection Policy, which set out expectations of pupils.

Children will be helped to understand the importance of equality and respect and will learn about different types of families and same sex relationships will be acknowledged.

LGBTQ+ communities will be discussed positively.

12. Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects.

Relationships, sex and health education will be linked to the following subjects in particular:

Science: pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

Computing and ICT: pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE: pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

RSHE: pupils learn about respect and difference, values and characteristics of individuals and about the requirements of the law, their responsibilities and the possible consequences of their actions.

PSHE: physical health, diet, nutrition, oral hygiene and exercise are regularly addressed and linked to existing scientific knowledge

13. Withdrawing from the Subjects

Relationships and health education are **statutory** at primary level and parents do not have the right to withdraw their child from the subjects.

As sex education is **not statutory** at primary level (other than what must be taught as part of the science curriculum), parents/carers have the right to request to withdraw their child from all or part of the sex education curriculum.

The Headteacher will automatically grant withdrawal requests in accordance with the above, however, the Headteacher will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher will discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Headteacher will keep a record of the discussion between themselves, the pupil and the parent.

The Headteacher will grant a parent/carer's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

The parent will be informed in writing of the Headteacher's decision.

Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

14 . Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

15. Staff Training

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

16. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child/safeguarding Protection Policy.

17. Monitoring Quality

The RSHE/PSHE Leader is responsible for monitoring the quality of teaching and learning for the subjects.

18. Additional Authority

This policy has due regard for the following legislation and statutory guidance:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- *Safeguarding & Child Protection*
- *Good Behaviour*
- *SEND, Inclusion & Anti- Bullying*
- *Equality Scheme*
- *Bullying*
- *ICT & E-Safety*



PSHE Overview



This is the Collingwood Primary School PSHE overview.
Adaptions and changes may be made throughout the year with objectives being taught earlier than planned or on a more regular basis depending on the needs and life experiences of our children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together. Teaches pupils to listen, share, cooperate, ask permission appropriately, understand friendships, manage falling out, and recognise bullying. BV- Respect Tolerance	Mental health and wellbeing Supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	Celebrating me, you and our families Explores similarities, differences, and individuality, helping pupils understand different families and how members show care and love BV- Respect Tolerance	Safety at home Teaches pupils about hazards and risks at home and how to stay safe, especially around household products and medicines. BV- Rule of Law	Being Healthy Covers healthy lifestyles: sleep, food and drink choices, physical activity, hygiene (including toothbrushing), and sun safety. BV- Individual Liberty	Showing kindness to ourselves and others Revisits feelings and the importance of kindness. BV- Respect Tolerance
Year 2	Mental Health & Wellbeing This unit explores feelings, ways to manage them, and introduces change and loss, including bereavement.	Keeping safe online Explores how online content can impact feelings, how to make safe choices online & the importance of not sharing personal information). BV- Rule of Law Respect Individual Liberty Tolerance	Me, my body and staying safe Explores how people change as they grow. Pupils are introduced to the names of private body parts. PANTS rules. BV- Respect Rule of Law Individual Liberty	Money and work Examines <u>people's strengths</u> and interests for choosing jobs. Explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	Keeping safe outside the home Builds on prior learning about road and rail safety. Learn what an 'emergency' is, how to get help or call 999. BV- Rule of Law	Looking back and moving on Consolidate Learning. celebrate pupils' achievements and prepare them for the transition to key stage 2. BV- Individual Liberty
Year 3	Me, my friends and belonging Explores themes of personal identity and friendship. How to include others BV- Respect Tolerance Individual Liberty	Mental health and wellbeing Building on learning in year 2, <u>developing</u> bank of <u>self regulation</u> strategies. <u>Applying them</u> in new contexts, such as managing worries.	Building healthy habits Develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity. BV- Individual Liberty	Making choices online Explores how to protect information online and make choices about online content, including understanding age ratings. BV- Rule of Law Individual Liberty	Keeping safe out and about Supports pupils to identify risk and keep safe in the sun, as well as around railways and water. BV- Rule of Law	Looking out for each other Explores the basics of first aid, and revisits how to make an efficient call to the emergency services.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Mental health and wellbeing Building on the learning in year 3- extends pupils' understanding of self-regulation strategies & explores factors that can support wellbeing.	Exploring ways to manage risk Explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety BV- Rule of Law Individual Liberty Respect	Forming respectful relationships Supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness. BV- Respect Tolerance	Money matters and news literacy Explores how attitudes and influences can impact decisions about money. Encourages pupils to critically engage with news stories and recognise how they might affect emotions.	Me, my body and growing up Focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe. BV- Respect Individual Liberty	Families and growing together Supports pupils' understanding of diverse family structures, and how families can change. BV- Respect Tolerance
Year 5	Friendships, stereotypes and bullying Explores respectful relationships and what to do about bullying. How to recognise and challenge stereotypes and prejudiced or extreme views. BV- Respect Tolerance Individual Liberty	Mental health and wellbeing Revisits & builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	Positively engaging with our world Examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Respecting boundaries Explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. BV- Rule of Law Respect	Safe connections Supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. BV- Rule of Law Respect	Embedding healthy habits and learning first aid Supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. BV- Individual Liberty
Year 6	Mental health and wellbeing Revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	Managing money and online spending Explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	Changes in puberty (and sex education*) Builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	Drug education: assessing risk and managing influences Covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. BV- Rule of Law	Developing our AI literacy Introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. BV- Rule of Law	Looking to the future Explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.

British Values

At Collingwood we aim to ensure that the curriculum provides pupils with the necessary opportunities to further develop their understanding of British values.

<u>Rule of Law</u>	<u>Respect</u>	<u>Tolerance</u>	<u>Democracy</u>	<u>Individual Liberty</u>
Everyone must follow the same rules, which keep us safe and treated fairly, and no one is above the law	<i>Treating people, belongings, and places with care and kindness, and listening to others even when they are different from you</i>	<i>Accepting and valuing people who are different from us, and being kind even when we don't agree</i>	<i>Democracy means everyone has a say in decisions, often by voting, so that choices are fair and represent most people</i>	<i>Having the freedom to make your own choices and express our ideas, while keeping others safe and respecting their rights</i>
• Our School Values • Help others do the right thing • We know there can be consequences for our actions • Follow our classroom and school rules • We must attend school • Workshops from police, fire brigade and water safety	• Star assembly • Our school values • Our behaviour policy • We appreciate each other • Dojo winners • Take care of our school and equipment • Be kind • Speak with kindness and politeness	• We celebrate our similarities and differences • School assemblies • We understand our place in the community • We learn about different cultures and religions	• School council • Eco warriors • STEM ambassadors • Pupil voice • Pupil questionnaires • We express our views confidently	• Assembly performances and presentations • We know how to stay safe online • Challenge in lessons • After school clubs • Times Tables cards in maths

Version	Review Date	Reason for review and summary of changes
v2	July 2026	General update of policy to include new guidance and overview of PSHE in school