St Peters C of E Primary School Burnley (Including Relationships and Sex Education (RSE) Policy 2026

Overview/Introduction:

The PSHE policy promotes our school ethos. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth.

We teach pupils how society is organised and governed and we ensure that they experience the process of democracy through the election of class representatives who form the School Council. Through this process, pupils are encouraged to voice their views, ideas, and opinions, thereby making a positive contribution to the school community. Through Picture News, pupils learn about the main political and social institutions that affect their lives, as well as their responsibilities, rights, and duties as individuals and members of communities.

The PSHE curriculum at St Peter's Primary School is delivered through the Life Lessons programme, which has been adapted to meet the needs of our pupils and is aligned with guidance from the PSHE Association. The programme is regularly updated to ensure alignment with the statutory RSHE guidance (2025) for implementation in September 2026. The intention of PSHE lessons within our school is to ensure that children are well prepared for life in modern Britain and are able to contribute positively to their communities.

Subject Content

RSHE is delivered as part of the PSHE curriculum across the school, in accordance with statutory guidance.

'PSHE education is the **school subject** through which children and young people acquire the **knowledge, understanding and skills** theyneed to **manage their lives**, now and in thefuture.

PSHE education develops the qualities and attributes pupils need to **thrive as individuals, family members and members of society'**

(PSHE Association, 2024)

As part of the PSHE curriculum, the statutory elements of Relationships and Health Education, as outlined in the DfE RSHE guidance, are fully incorporated into the curriculum. These are delivered progressively across all year groups through age- appropriate materials and are taught through regularly timetabled weekly lessons to ensure effective coverage.

Definitions and Delivery

Relationships Education forms part of the statutory curriculum and covers all types of relationships, including peer-to- peer, family, and carer relationships. It also promotes respect for others and supports pupils in understanding how to stay safe.

Health Education is delivered through a structured programme that includes teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco, health and prevention, the developing body, online safety and associated harms, and basic first aid.

Sex Education is delivered as a non-statutory element of the curriculum. It includes teaching about loving relationships and conception (how a baby is made). The school has chosen to include this aspect to ensure that pupils are appropriately prepared with accurate, scientific, and age-appropriate knowledge prior to their transition to secondary education.

Parents and carers have the right to withdraw their child from this element of the curriculum (see 'Right to Withdraw').

Statutory Requirements

The school is required to teach Relationships and Health Education (RHE) as part of the PSHE curriculum. Current regulations and guidance from the Department for Education state that both the Relationships Education and Health Education elements are statutory. To ensure full coverage of these requirements, the school utilises the Life Lessons programme, which is aligned with guidance from the PSHE Association, to deliver age-appropriate learning that prepares pupils for life in the wider world.

An overview of the curriculum content, together with a progression map indicating when it is introduced to pupils, is provided in the appendix to this policy.

The Department for Education recommends that all primary schools provide a programme that is tailored to the age and the physical and emotional maturity of pupils. It should ensure that both boys and girls are adequately prepared for the changes associated with adolescence. As part of Health Education, pupils are taught the correct scientific vocabulary for body parts (including the names of external genitalia), as well as the physical and emotional changes that occur during puberty. This content is carefully mapped within the curriculum and delivered at appropriate stages throughout pupils' primary education.

As part of Relationships Education, pupils are taught about caring friendships and families. They learn how to develop and maintain positive relationships, understand boundaries and consent, and are supported to communicate confidently, including the ability to say 'no' and seek help if a relationship causes concern or distress.

In addition, the school has chosen to include the non-statutory element of Sex Education (conception), which extends beyond the statutory requirements of the National Curriculum for Science. This includes teaching about how babies are conceived. Parents and carers have the right to withdraw their child from this element of the curriculum, should they wish.

In line with the National Curriculum for Science, pupils also learn about human life cycles, including how a baby develops and is born. Parents and carers may only withdraw their child from the non-statutory elements of Relationships and Sex Education (RSE) and are expected to discuss this with the class teacher in advance.

Right to withdraw from Sex Education

Parents and carers have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of Relationships and Sex Education (RSE). Requests for withdrawal should be emailed to Mrs Law (Headteacher) head@st-peters-burnley.lancs.sch.uk.

Parents and carers do not have the right to withdraw their child from any aspect of Relationships Education or Health Education (including puberty education), as these form part of the statutory curriculum and are required by government guidance. Alternative work will be provided for pupils who are withdrawn from Sex Education.

Should parents or carers wish to review the materials used to deliver lessons within the PSHE curriculum, they are welcome to do so by making a prior appointment with the school office. A mutually convenient time will be arranged for the PSHE lead and the class teacher to share these materials. As the majority of resources are accessed via an online platform, there may be limited physical materials available to send home; therefore, parents and carers are encouraged to visit the school to view the resources directly.

How the subject is taught

Teaching is planned progressively and builds on prior learning to ensure that content is age-appropriate and knowledge is developed cumulatively across year groups. In addition, themed weeks are incorporated throughout the year to support fundraising activities, courageous advocacy, and wider awareness events, which further enhance the curriculum and are

shared with pupils. Furthermore, Picture News is used in classrooms to support the discussion of current affairs and to make explicit links to British Values.

PSHE lessons are delivered weekly and are taught by an adult familiar to the pupils, with the class teacher delivering the majority of the curriculum content wherever possible.

The curriculum may be supplemented and enhanced through the use of external visitors and providers, who are appropriately vetted by the school and have the relevant safeguarding procedures in place. A member of staff will always be present during any sessions delivered by external providers, and all content will be reviewed in advance to ensure it is suitable for the intended age group and meets the needs of the pupils. This approach applies to all PSHE-related visitors, and parents and carers will be informed in advance of such sessions.

The school has previously welcomed a range of visitors, including Lancashire Fire service, Flat Stan First aid, Healthy Heads and Debt Aware to enhance pupils' learning experiences, and will continue to provide such opportunities with full transparency for parents and carers. All external providers are evaluated in terms of safeguarding and quality to ensure they are appropriate and contribute positively to the curriculum offer.

There may be occasion when there are opportunities to further enhance the curriculum with additional visitors so this above list is not exhaustive. Parents and carers will be informed of any such additional visitor ahead of time and their content will checked through the same process as those who attend us regularly.

Responsibilities

PSHE at St Peter's Primary School is a whole-school responsibility, ensuring that pupils are as well prepared as possible for life beyond their time at school. All staff play a vital role in the effective delivery and implementation of the curriculum. These roles are outlined below:

Headteacher: Responsible for ensuring that the PSHE policy and curriculum are shared with and approved by the Governing Body prior to implementation. The Headteacher also works alongside senior leaders and the PSHE lead to ensure appropriate opportunities for staff continuing professional development (CPD) are in place to support effective curriculum delivery.

PSHE Lead: Responsible for the development of the PSHE curriculum and for monitoring its implementation and impact, in collaboration with senior leaders and the Headteacher. The PSHE Lead also supports the effective delivery of staff CPD by engaging in relevant training and disseminating updates and guidance as appropriate.

Class Teachers: Responsible for the effective delivery of the PSHE curriculum, recording relevant evidence of learning, and using assessment information to inform future planning that is appropriate to the age and stage of pupils within their class.

Teachers delivering PSHE: All staff delivering any aspect of the PSHE curriculum are expected to do so in line with the agreed curriculum overview and approved school resources. They must adhere to school policies and procedures and ensure that any sensitive or challenging questions are addressed appropriately, in line with safeguarding guidance and this policy.

Support Staff: Responsible for supporting pupils in their learning and assisting the class teacher in the delivery of sensitive or potentially challenging content where appropriate.

Pastoral Staff: Responsible for identifying pupils who may require additional support in specific PSHE topics, including through pre-teaching of content or targeted follow-up intervention where necessary.

Governors: Responsible for approving the PSHE policy and working with school leaders to ensure effective implementation and delivery of the curriculum.

External Visitors: Responsible for familiarising themselves with this policy, delivering only pre-approved content, and
adhering to the school's safeguarding procedures at all times.

Accessibility for All Pupils

For pupils with Special Educational Needs and/or Disabilities (SEND), high-quality adaptive teaching is used as the primary approach to ensure inclusivity within lessons. These adaptations may include support from adults or peers, modified resources, pre-teaching of key content where appropriate, and careful consideration of classroom organisation and layout.

In addition, careful consideration is given to identifying and supporting any pupils who may experience additional barriers to learning, in order to ensure full access to the curriculum. This includes being aware of and responsive to potential vulnerabilities, such as those experienced by pupils who are young carers, children looked after or previously looked after, pupils with English as an Additional Language (EAL), pupils who are new to the country, and pupils who may have experienced trauma, among others.

Where necessary, discussions will take place with parents and carers to ensure that appropriate support and provision is in place, enabling all pupils to access an inclusive education that prepares them effectively for life beyond school.

Monitoring and Evaluation

Monitoring and evaluation are carried out annually by the PSHE Lead to ensure that curriculum delivery is robust and aligned with the agreed curriculum overview. This is achieved through a range of monitoring activities, including book looks, pupil voice, and lesson observations, in order to triangulate evidence of curriculum delivery and its impact.

Parental Access to Curriculum Materials

Should parents or carers wish to view any materials used to deliver lessons within the PSHE curriculum, they are welcome to do so. Arrangements should be made in advance through the school office to agree a mutually convenient time for the PSHE Lead and class teacher to share these resources.

As the majority of lessons are delivered via an online platform, there may be limited physical materials available to send home. Parents and carers are therefore encouraged to visit the school to view the platform directly.

The school operates an open-door policy and is committed to full transparency. Parents and carers are welcome to review curriculum materials and discuss them with staff should they wish to do so.

Responding to Pupils' Questions

Pupils' questions are answered by staff in a supportive, age-appropriate, and informative manner. Pupils are given opportunities to raise anonymous questions through the use of question boxes in classrooms during sensitive topics covered within the PSHE curriculum.

Where a question is posed and a member of staff requires additional time to provide an appropriate response, the pupil will be informed that an answer will be provided at a later time outside of the lesson. Pupils will also be reminded not to use search engines to independently seek answers to sensitive questions.

Where pupils ask questions that fall outside the planned curriculum content (for example, in younger year groups, questions about how a baby is made), staff will respond positively and appropriately, acknowledging the question while redirecting it.

Such questions will be shared with the PSHE Lead and/or senior leadership team, who will consider the most appropriate response. Where necessary, parents and carers will be informed of the question and the proposed approach, and will be supported in addressing the topic at home if appropriate.

Responses provided by staff will be factual and will use accurate scientific vocabulary where appropriate. If any safeguarding concern is raised during a lesson or through an anonymous question, staff will follow the school's Safeguarding and Child Protection Policy and take appropriate action immediately.

Policy Development and Review

This policy has been written by the PSHE Lead in line with Department for Education (DfE) guidance and has been shared with staff alongside the curriculum overviews. It has also been presented to the Governing Body for approval and shared with parents and carers through a consultation process to ensure transparency. This ensures that all stakeholders are informed of the policy and how it aligns with statutory guidance for implementation in 2026.

This policy will be reviewed on a bi-annual basis, or sooner should there be any significant changes to the delivery or content of the curriculum. In the event of such changes, further consultation will take place to communicate updates to all stakeholders.

The policy is approved by the Governing Body and the Headteacher and will come into effect from September 2026, in line with the implementation of updated statutory guidance.

This policy also takes account of and is informed by the following legislation and guidance:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Sex and Relationships Education for the 21st Century (Supplementary Guidance, 2014)
- Keeping Children Safe in Education – Statutory Guidance (2016)
- Children and Social Work Act (2017)

Appendices

- Statutory guidance references: Relationships Education, Relationships and Sex Education and Health Education guidance

- Sample parental withdrawal form emailed to: head@st-peters-burnley.lancs.sch.uk.

RSE Withdrawal Request (to be completed by parents)			
Student's Name:		**Form**	
Name of Parent		**Date**	
Reasons for withdrawing student from sex education:			
Any further information you would like school to consider:			
Parent Signature:			
Agreed Actions (to be completed school)			
Staff Name		**Date**	
Agreed actions from the discussions:			
Staff Signature:			