The Viaduct Federation of Schools

Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE) Policy

Approved by:	Full Governing Board	*Summer 26*
Next review by:	Summer 27	

Introduction

This policy outlines the provision of Personal, Social, Health and Economic (PSHE) education, including statutory Relationships and Sex Education (RSE), at The Viaduct Federation of Schools.

It reflects:

- The statutory RSHE guidance (updated for September 2026)
- The PSHE Association Programme of Study (spiral curriculum model)
- The needs of our pupils and community

This policy has been developed in consultation with stakeholders, and is reviewed regularly by the governing board / Headteachers.

Aims

The aims of PSHE and RSHE education at The Viaduct Federation of Schools are to help pupils:

- Develop the knowledge, skills and attributes needed to stay safe, healthy and well
- Build positive, respectful relationships
- Develop resilience, confidence, self-respect, empathy and independence
- Understand and manage their physical and mental health
- Make informed, responsible decisions
- Contribute positively to school and the wider community
- Prepare for life in modern Britain
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our PSHE curriculum reflects our school values of self-worth, respect, safety and trust, ensuring all pupils feel valued and supported.

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, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Non-statutory sex education is taught in Upper KS2. Parents retain the right to withdraw from this content.

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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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

For EYFS pupils:

- Personal, Social and Emotional Development (PSED) is taught in accordance with the EYFS statutory framework

Compliance with Statutory Guidance (September 2026)

The school's PSHE and RSE curriculum has been carefully reviewed and designed to ensure full compliance with the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education (September 2026). The curriculum provides full coverage of statutory content, including mental health and emotional wellbeing, physical health and healthy lifestyles, growing and changing (including puberty), respectful relationships, consent and personal boundaries, and the role of families in all their forms. It also includes a clear focus on safeguarding and personal safety, including road, water and rail safety, alongside a strengthened emphasis on online safety. This includes teaching about risks associated with social media, digital content, artificial intelligence, scams, and the protection of personal information, as well as addressing emerging risks such as online exploitation and harmful attitudes. Pupils are taught the correct scientific vocabulary for body parts, including genitalia, in line with safeguarding guidance. The curriculum supports the development of key skills, including communication, resilience, decision-making, and the ability to seek support when needed. Teaching reflects the law in England and is delivered in an age-appropriate, inclusive and sensitive manner, ensuring pupils are well prepared for life in modern Britain.

Definition

At the Viaduct Federation of Schools, relationship education refers to laying the foundations for lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of commitment, stable relationships (both family and personal), responsibility respect, love and care as well as health, healthy lifestyles and keeping safe online.

Content and delivery

What we teach
Our PSHE curriculum follows a spiral model, where learning is revisited and deepened across year group.

It is organised into three core themes:

Health and Wellbeing

- Mental health and emotional wellbeing
- Physical health and healthy lifestyles
- Growing and changing (including puberty)

Relationships

- Families and caring relationships
- Respectful relationships
- Online relationships and safety

Living in the Wider World

- Economic wellbeing and money
- Careers and aspirations
- Citizenship and digital responsibility

Our RSE curriculum in consultation takes into account the age, developmental stage, needs and feelings of our pupils. Pupils' question should be answered sensitively: due consideration should be given to any particular religious or cultural factors bearing on the discussion of sexual issues, and to parents' wishes, as to the degree of explanation of the concepts and presentation to be used.

We will share all curriculum materials with parents and carers.

Primary sex education will focus on:
Preparing boys and girls for the changes that adolescence brings (Year 5 and 6)
How a baby is conceived and born (Year 6)

In addition to this, Pupils in Year 2 will be taught the correct scientific terminology for body parts, including genitalia which follows statutory guidance and links to safeguarding and abuse prevention.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making friends: playing and learning together Safety at home Being healthy Celebrating me, you and our families Mental health and wellbeing Showing kindness to ourselves and others	Mental health and wellbeing Me, my body and staying safe (includes scientifically correct terminology for genitalia) Money and work Keeping safe online Keeping safe outside the home	Me, my friends and belonging Building Healthy Habits Looking out for each other Mental Health and Wellbeing Making choices online Keeping safe out and about	Relationships and Families Money matters Exploring ways to manage risk Respecting boundaries Mental health and wellbeing News Literacy	Me, my body and growing up (introductory puberty) Friendships, stereotypes and bullying Embedding healthy habits Positively engaging with our world Mental health and wellbeing Safe connections online	Managing money and online spending Changes in puberty (and sex education*) Drug education: assessing risk and managing influences Mental health and wellbeing Developing our AI literacy Looking to the future *The parental right to withdraw applies to sex education.

A full breakdown of units is set out in the school's PSHE Curriculum Overview.

Skills

Pupils develop essential life skills such as communication and active listening, managing emotions, decision-making and risk assessment, building relationships, and seeking help and support. These are carefully sequenced within the curriculum so that concepts are taught at appropriate points, for example introducing basic communication and emotional awareness early before progressing to more complex skills such as decision-making and risk assessment. Knowledge is deliberately built over time, with each unit revisiting and extending prior learning to deepen understanding and confidence. Alongside this, there is clear skills progression in key areas: communication develops from expressing simple ideas to engaging in meaningful dialogue and active listening; assertiveness grows from recognising personal needs to confidently expressing opinions and resisting pressure; and boundary setting advances from understanding personal space and respect to establishing, maintaining, and communicating clear

personal boundaries in a range of contexts. These skills are embedded across all units of work to ensure consistent reinforcement and application.

How we teach it

PSHE is delivered through across the year in a varies of forms:

- Weekly discrete lessons
- Cross-curricular links (Science, Computing, PE, RE)
- Assemblies and themed enrichment
- Wellbeing programmes and pastoral provision

RSE is taught within the PSHE education curriculum. Biological aspects of RSE are also taught within the science curriculum.

Teaching approach

Our teaching approach to PSHE is rooted in creating safe and respectful learning environments where all pupils feel valued and supported. Clear ground rules are established from the outset to promote mutual respect, active listening, and appropriate participation. Lessons are delivered using correct scientific vocabulary to ensure accuracy and to support pupils' understanding of key concepts. We adopt a discussion-based and reflective approach, encouraging pupils to explore ideas, ask questions, and consider different perspectives in a supportive setting. Importantly, there is no expectation for pupils to share personal information; individuals are always given the choice to contribute in ways that feel comfortable and appropriate for them.

Moral Framework for Sex Education

We feel that it is important to try to provide all the pupils with the knowledge and skills they require to make considered, personal choices. Pupils will be taught about consent, healthy relationships, and respect for diversity in relationships, including LGBTQ+ perspectives, in an age-appropriate manner. The school will ensure that all discussions promote equality and challenge stereotypes, in line with the Equality Act 2010. They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others. Pupils will be made aware of the reasons for delaying sexual activity with regards to the law in the UK or for physical health and wellbeing.

'Family' in RSE

Our pupils will come from many different home settings and have differing experiences of what it means to be part of a family.

Pupils may live in a traditional family consisting of a mother and father but equally their family may involve step-relationships, same sex relationships, adoption, being in care or living with a wider family. We do make it known to pupils that same-sex relationships exist, and that all the same values apply as to heterosexual relationships (e.g. respect, commitment, fidelity). We believe this is an age-appropriate way to address the topic, without promoting or stigmatising.

We would wish from the outset of any work to talk about 'our homes' and 'our families' rather than 'our mothers and fathers', and to build an understanding that all experiences are accepted and understood. We also aim to incorporate work which allows the pupils to learn about family traditions from other cultures.

Sensitive topics and questions raised by pupils

When addressing sensitive topics within PSHE and RSE, teachers respond appropriately to pupils' questions and comments, following the school's safeguarding procedures at all times. Staff maintain a neutral, non-judgemental, and inclusive approach, ensuring that discussions are handled with care and respect for all viewpoints and backgrounds. Pupils are supported throughout, with opportunities to ask questions in a safe environment and access additional support where needed. This approach helps to ensure that sensitive issues are explored in a way that is age-appropriate, respectful, and supportive of all learners.

We will establish a 'safe environment' for discussion which sets ground rules based upon trust and respect.

In the 'safe environment'

- No personal questions will be asked of pupils or staff
- Clear, respectful and accurate language (including scientific terminology) is used in discussions (language which confuses, mystifies or offends is not helpful)
- Personal revelations are avoided
- Discussion is summarised at regular points to help keep to task
- All discussions will be without judgement or prejudice

Teachers will respond to pupils' questions in a manner consistent with the curriculum content and the age and maturity of the pupils. Questions that fall outside the scope of the taught curriculum or relate to content from which a pupil has been withdrawn will be handled sensitively. Teachers may suggest discussing such questions privately with parents or trusted adults and will not provide information beyond what is outlined in the policy. Staff are trained to manage these situations professionally and refer any safeguarding concerns to the designated safeguarding leads.

Inclusion:

Our inclusive PSHE and RSE curriculum reflects the diverse families and relationships that exist within modern society, ensuring that all pupils feel represented and valued. Teaching actively promotes equality and challenges stereotypes, supporting pupils in developing respect and understanding for others. The curriculum is carefully designed to meet the requirements of the Equality Act 2010, ensuring that all protected characteristics are respected and acknowledged. We also ensure that learning is accessible to all by providing appropriate support and adaptations for pupils with special educational needs and disabilities (SEND) and those with English as an additional language (EAL), supporting every child to participate fully and confidently.

Assessment and Reporting:

Assessment in PSHE is ongoing and supports pupils' development of knowledge, skills, and understanding over time. Teachers use formative assessment strategies such as discussion, reflection, and pupil voice to gauge understanding and adapt teaching accordingly. In addition, half-termly summative assessment points provide structured opportunities to review progress. The monitoring of knowledge and skills progression ensures that learning builds effectively over time, enabling pupils to develop confidence and competence in key PSHE areas. Progress is shared with parents through reports and meetings.

Resources

Materials used in the school will be appropriate to the age and the religious and cultural background of the pupils concerned. Any SEND needs would be fully considered and catered for by the teachers delivering the sessions. If required, the Inclusion Manager would consult about the sessions with parents.

Outside agencies, if used to support the delivery of PSHE and RSE, will have submitted lesson plans and materials in advance for review. Providers must demonstrate appropriate safeguarding training and understanding of the school's values, curriculum, and statutory requirements. The school retains full

responsibility for the content and delivery of RSE and ensures that external input complements rather than replaces teaching by school staff.

British Values and SMSC within PSHE & RSE

At the Viaduct Federation, PSHE and RSE play a central role in promoting pupils' spiritual, moral, social and cultural (SMSC) development and in upholding fundamental British Values. Through a planned, progressive curriculum, pupils are supported to become confident, respectful and responsible citizens who are prepared for life in modern Britain.

British Values and SMSC are not taught in isolation. They are embedded across PSHE and RSE schemes of work, reinforced through assemblies, school ethos and behaviour systems, linked to safeguarding, equality and inclusion policies.

How British Values Are Delivered:

British Value	What Pupils Learn	Where It Is Covered
Democracy	Understanding fairness, pupil voice, making decisions, respecting majority views	School Council, PSHE units on relationships and community, class discussions, circle time, BTBYCB curriculum, assemblies
Rule of Law	Understanding rules, consequences, rights and responsibilities	Behaviour policy links, PSHE units on safety and risk, RSE consent (age-appropriate), assemblies
Individual Liberty	Making choices, personal freedoms, keeping safe, expressing opinions	Identity PSHE units, online safety, RSE lessons on body autonomy, BTBYCB curriculum, assemblies
Mutual Respect	Respecting self and others, empathy, positive relationships	RSE (relationships), anti-bullying work, restorative approaches, BTBYCB curriculum, assemblies
Tolerance	Understanding diversity, different families, faiths and cultures	PSHE diversity modules, RE curriculum links, RSE inclusion of different family structures, BTBYCB curriculum, assemblies

PSHE and RSE contribute significantly to pupils' SMSC development:

SMSC	What Pupils Learn	Where It Is Covered
Spiritual Development	Reflect on experiences, emotions and values Develop curiosity about themselves and others Explore beliefs, identity and meaning	Circle time and reflection activities, RSE lessons on growing up and identity, discussions around feelings and relationships, BTBYCB curriculum, assemblies
Moral Development	Understand right and wrong Develop sense of fairness and justice Explore consequences of actions	Behaviour and choices in PSHE, RSE, Computing, anti-bullying lessons, online safety and responsible behaviour, restorative approaches, BTBYCB curriculum, assemblies
Social Development	Building positive relationships Working cooperatively	Group work in PSHE, RSE relationships education, peer support, teamwork activities, community coins, BTBYCB curriculum, assemblies

	Resolving conflict	
Cultural Development	Understanding diversity and inclusion Appreciating different backgrounds and traditions Challenging stereotypes	PSHE diversity and equality units, RSE discussions of different families, links with RE, BTBYCB curriculum assemblies and themed days

Roles and responsibilities

The governing board

The governing body plays a key role in ensuring the effectiveness of PSHE provision within the school. Governors are responsible for approving this policy and ensuring it reflects statutory requirements and best practice. They also hold school leaders to account for the implementation of the policy, monitoring its impact and ensuring that PSHE is delivered consistently and effectively across the school.

The headteachers

The Headteacher is responsible for ensuring that PSHE is delivered consistently and effectively across the school. They oversee the quality of the curriculum, ensuring that it meets statutory requirements and aligns with the school's values and expectations. The Headteacher also monitors compliance and supports staff in maintaining high standards of teaching and learning within PSHE.

Staff

Staff are responsible for delivering PSHE in a sensitive, inclusive, and effective manner, ensuring that all pupils feel safe and supported during learning. They model positive attitudes and behaviour at all times, acting as role models for respect, kindness, and responsibility. Staff play a key role in supporting pupil wellbeing, recognising individual needs and providing appropriate guidance where necessary. They are also vigilant in identifying and reporting any safeguarding concerns in line with the school's policies and procedures, helping to ensure the safety and welfare of all pupils.

Pupils

Pupils are expected to engage fully in PSHE lessons, contributing thoughtfully and participating in discussions and activities. They should show respect and sensitivity towards others, recognising that people may have different views, experiences, and backgrounds. Pupils are also expected to follow agreed class rules, particularly during discussions, to help maintain a safe, supportive, and respectful learning environment for everyone.

Monitoring arrangements

PSHE is monitored through a range of strategies to ensure high-quality provision and continuous improvement. These include lesson observations and learning walks, alongside regular scrutiny of planning and pupils' work. Pupil voice is also used to gather feedback on learners' experiences and engagement, while staff feedback supports ongoing reflection and development of practice. Assessment of learning further informs monitoring by providing insight into pupils' knowledge and skills progression. The PSHE lead is responsible for overseeing and coordinating this monitoring process. This policy will be reviewed annually and approved by the governing board to ensure it remains up to date and effective.

Links with other policies

This policy links to:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality and Diversity Policy
- SEND Policy
- EYFS Policy

Information for Parents/Carers

The policy is freely available to parents/carers. Parents/Carers will be informed in writing before any Relationship and Sex Education is given and have the RSE content shared with them prior to the lessons starting. The school will provide resources and summaries of RSE content to parents/carers, including translations where necessary, to support understanding and engagement, especially for EAL families. Regular opportunities for dialogue, such as workshops or Q&A sessions, will be offered. At the point of review, feedback from these evenings will be considered.

The Relationships education, relationships and sex education (RSE) and health education 2020, gives parents the right to withdraw their child from any or all parts of a school's Relationship and Sex education curriculum at a primary school level, **but not** those elements which are required by the National Curriculum and Relationships education and health education. This parental right of withdrawal extends to all pupils attending maintained schools, including those over compulsory school age.

If any child is withdrawn parents would be invited to voluntarily indicate their reasons, so that any misunderstandings about the nature of the Relationship and Sex education provided by the school can be resolved

The parental right of withdrawal may be exercised by either parent or by a person who has responsibility or care of the child. Parents do not have to give reasons for their decision; nor do they have to indicate what other arrangements they intend to make for providing sex education for their pupils. Once a request that a child be excused has been made, that request must be complied with until the parents changes or revokes it.