

Denton and Harlaxton Church of England Schools



PSHE, including Relationship and Sex Education Policy

Document Management

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This easy to remember statement sums up our vision for our children within our community.

Together we can...

Learn

Encourage

Aspire

Respect

Nurture



And the child grew strong; he was filled with wisdom, and the grace of God was on him Luke 2:40
We believe in a collaborative approach – developing the whole child by developing the whole community together. As an inclusive church school, we use positive and consistent expectations to help all members of our community to flourish. We work towards achieving excellence in all we do, and we recognise the value of everyone in our school and seek to enable all to become agents of positive change in the world.

At Denton and Harlaxton CE Schools we want to promote:

- the spiritual, moral, cultural, mental and physical development of pupils and society
- the preparation of our children for the opportunities, responsibilities and experiences of later life
- the majority views of our consulted parental body on sex and relationships education
- a full understanding of content and manner of delivery for everyone
- an appropriate understanding of the body's changes in respect of physical development.
- ensure that all children leave Denton and Harlaxton Schools with a full understanding of puberty and menstruation
- a framework of morals and values promoting respect for self and others, responsibility for actions, responsibility to family (whatever the family structure may be), friends, school and wider community.

Our schools' vision is:

Together we ... Learn, Encourage, Aspire, Respect and Nurture.

The Department for Education (DFE) have produced updated statutory guidance, which states that from September 2026 all Primary Schools must continue to deliver Relationships education. This policy aims to outline our schools approach to Personal, Social and Health Education (PSHE), which will cover both Relationship and Sex Education along with developing skills and understanding in Mental Wellbeing, Physical Health and Economic Education.

Relationship Education, as defined by the DFE, will focus on the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Parents/carers will not have the right to withdraw their children from the teaching of relationships or health education as set out in the new statutory guidance.

PSHE Curriculum

As a school federation, we have identified that children benefit from the teaching of skills in a number of areas. These include how to get along with others, sharing and taking turns, developing relationships, dealing with emotions, keeping themselves safe and how to keep themselves healthy. This reinforces the values of our school as delivered by our school values and the elements of Respect and Nurture as detailed in our schools' vision statement. The DFE believes that children need the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.

The curriculum that will be delivered, is that detailed by the DFE and the PSHE association using the PSHE Association curriculum model as our starting point, enabling teachers to personalise for the requirements of their class. The use of these resources was consulted with Staff, Governors and Parents/carers, receiving overwhelming support.

EYFS curriculum

In the early years children are taught about their Personal, Social and Emotional Development (PSED) and Understanding of the World. These objectives focus on helping children develop social skills, emotional understanding and the ability to form positive relationships whilst understanding their community and building a sense of belonging. These are the foundations to the PSHE curriculum outlined in this policy.

Curriculum Years 1-6

The PSHE curriculum, which includes relationship and health education and economic wellbeing and careers education, will be delivered on a weekly basis and covers a range of topics over the year. Each year group will visit a similar theme, with it being covered in greater detail in older year groups however, always age appropriately. The DfE's statutory requirements mean schools must teach relationship education. The DfE (2025) define relationship education as the 'skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe'. Detailed below are the topics covered during each term. (See appendix 1 for further details of expected outcomes to be covered by the end of primary school).

An outline of the statutory key themes for each term across the school over cycle A and B:

Key

Statutory Relationship, Sex and health Education (RHSE)	Economic Wellbeing and Careers
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Making friends	Mental health and well being	Me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
	Mental health and well being	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3/4	Me, my friends and belonging	Mental health and well being	Building healthy habits	Making choices online	Keeping safe	Looking out for each other
	Mental health and wellbeing	Managing risks	Forming respectful relationships	Money matters	Me, my body and growing up	Families and growing together

Year 5/6	Friendships, stereotypes and bullying	Mental health and well being	Positively engaging with the world	Respecting boundaries	Safe connections online	Healthy habits and first aid
	Mental health and wellbeing	Managing money and online spending	Changes in puberty	Drug education	Understanding AI	Looking to the future

Sex Education

In line with the DFE guidance (July 2026) sex education continues to be taught through our PSHE lessons and the right to withdraw from aspects of sex education which are not part of the Science curriculum remains. The DFE recommend that children are taught content about conception and birth. Parents/carers have the right to withdraw their child from these lessons. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. When learning about Relationship and Sex Education (RSE) it essential pupils know and understand what a healthy relationship is first and how to keep themselves safe. Pupils are taught in a safe and nurturing environment and are signposted to additional help and support. Outlined below is the relevant content for RSE at Key stage 1 and 2.

Relevant Content at Key Stage 1

Children will:

- Learn how to work together, listen and share
- Learn how to ask for permission
- Learn about friendships, including falling out and how to recognise bullying
- Learn about different families, including same sex families and how people show care and love
- Understand hazards in and out of the home and how to stay safe
- Learn about healthy lifestyles including food and drink, sleep, sun safety and dental hygiene
- Understand change, loss and grief
- Learn about life cycles of humans and animals
- Name different parts of the body, including genitalia
- Understand the PANTS rule and keeping safe
- Understand what to do if someone says something mean about your body
- Develop a positive body image
- Learn about identity and self-esteem, and reinforce the belief that we are all special

Relevant Content at Key Stage 2

Building on their knowledge and skills from Key Stage 1, children will:

- Explore their identity and belonging
- Manage thoughts, stress, worries and emotions
- To manage feelings in relationships including disappointment, frustration and loneliness
- Build healthy habits and make healthy choices

- Learn how to protect ourselves online and understand the importance of age ratings
- Understand privacy, consent and personal data and the importance of location settings
- Learn how to stay safe around railways, roads, rivers and in the sun
- Know how to make a call to emergency services and understand basic first aid
- Understand change, loss and grief
- Understand the risks associated with gambling
- Understand the health risks linked to smoking, vaping and alcohol
- Recognise positive and healthy friendships, respond to conflict appropriately and understand bullying
- To question images and news to recognise fake news. Pupils will critically engage with news stories and discuss related emotions
- Understand the emotional and physical changes during puberty including menstruation and wet dreams*
- Recognise all families are different
- Challenge stereotypes, recognise prejudice and extreme views
- Understand personal boundaries, consent and permission
- Communicate effectively and develop the ability to be assertive when expressing needs and boundaries
- Discuss different types of touch and what is appropriate and inappropriate
- Cybercrime and the risks of socialising online
- Recognising targeted advertising and influences when spending online
- Understand how a baby is made**
- Understand the risks and affects of legal and illegal drugs
- Develop strategies to manage peer pressure and other influences including resisting pressure to share information or images online
- Understand different types of AI and its challenges and risks
- Explore and understand the world of work, careers and job skills

* At Harlaxton and Denton these lessons are taught in the summer term of year 4. Parents/carers have the right to withdraw their child from these lessons until they reach year 6. It is a statutory objective that children must be taught by the end of primary school.

** Parents/carers have the right to withdraw from these lessons, they are not statutory at primary School

External support and workshops

For some lessons we may invite in external agencies to enhance our curriculum. Parents/carers will always be notified of additional workshops. These may include:

- NSPCC assemblies and workshops
- Lincolnshire stay safe partnership workshops
- Positive health workshops (years 5/6)
- through Religious Education and the study of other cultures
- through occasional planned visitors, e.g. the school nurse, police officers, health visitors etc.

The right to withdraw

All parents/carers have the right to withdraw their child from all or part of sex education with the exception of those parts included in the Statutory National Curriculum. Parents/Carers will be given the opportunity to withdraw at the start of each academic year. Parents will be notified before the lessons take place and will be given the opportunity to view the content of the lesson before this is shown to their child. Parents/carers may adjust their wishes at this point. Should a child or group of children be withdrawn, they will receive an alternative lesson based on the school's Personal, Social and Health education.

Classroom delivery and assessment

All sessions will be planned for and delivered by the classroom teacher. Teachers will take into account their knowledge of their class's needs, current understanding and any special requirements when planning for a particular topic. Teachers will ensure that all sessions are fully inclusive and that children feel able to share their thoughts, opinions, and that they are valued. All lessons and activities will be age appropriate and children with special educational or behavioural needs will be supported so that they can access the learning and benefit from the sessions.

A class book will be collated over the course of the year so that children can go back to topics covered to help them review their learning, access ideas or support to help them.

Children will complete an initial piece of assessment at the beginning of each topic to establish a baseline understanding and then return to it at the end of the series of lessons to show the development of their understanding and knowledge. Further assessment takes place through observation, marking children's work, talking to children and feedback from parents/carers, governors and staff. Details of children's progress are reported annually through the written school report to parents/carers. Children will be encouraged to reflect on their progress made during each PSHE session and over the period of the topic covered. Children will be able to draw upon and use some of the ideas and strategies discussed in these sessions to support them with any incidents that may occur, supporting them to be confident and responsible members of our school community. Children will have the opportunity to share their thoughts, ideas and help to shape and amend plans and activities via pupil voice. The teaching of PSHE and RSE is monitored and evaluated by senior leaders each term. During this monitoring a learning walk may take place, class books are monitored and pupils and staff surveyed to gain their views. A report is written to governors annually. The local authority and governors also carry out their own monitoring on relationships, behaviour and our curriculum.

Session Format

The sessions will take place each week. Sessions may include a circle-time type discussion, reviewing previous learning or children completing an appropriate activity. The session may not always result in a written outcome, but an entry into the class book or collection by photograph or teacher comment will be made so that it can be drawn upon in future learning or by the children later.

Teachers will ensure that children feel safe within the learning environment and a set of ground rules will be established so everyone feels able to contribute and have their own opinion. The teacher will handle any issues that arise sensitively, and should any disclosures be made during discussions, teachers will refer to the safeguarding policy and report to a member of the safeguarding team.

Children in Years 5 and 6 within both schools, participate in sex and relationship sessions provided by Positive Health. These are in addition to the weekly PSHE sessions and form part of the Sex Education provision as detailed below. All sessions are carried out in a sensitive and age appropriate manner.

All usual teaching methods will be employed. However, for some aspects of the curriculum it may be more appropriate to teach boys and girls separately, depending on the needs of the group and the feelings of the teacher.

Dealing with Sensitive Questions

Inevitably, children may ask questions as part of the discussion in the classroom, which the teacher feels are sensitive or should not be answered as part of a whole class discussion. If this occurs, the teacher may answer the question sensitively and, in an age-appropriate manner if they feel it is appropriate. However, they may feel it is more appropriate to have a conversation with the child's parents/carers so that conversations can be carried on at home.

Learning within PSHE will support the learning within the Lincolnshire Agreed Syllabus for RE but also complement the already established Christian values and ethos within the schools, along with their understanding of British Values and Protected Characteristics. In addition, it will support the children's development in becoming well-rounded and responsible individuals, which further reinforces the restorative practices for behaviour as detailed within the behaviour policy.

Resources

A range of resources are available and will be added to over time. Our base resource is the Growing up with Yasmin and Tom programme provided by the Family Planning Association (FPA) consisting of presentations and worksheet resources. This resource is accredited by the PSHE Association. Parents/carers are welcome to come into school to view the materials and resources.

Mental Health

At Denton and Harlaxton Schools we:

- Promote positive mental health and wellbeing
- Encourage everyone to talk about their emotions and mental health
- Support children with mental health and wellbeing
- Develop children's understanding of mental health and well being

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

At our schools we aim to promote a supportive, nurturing and encouraging environment for all members of our school community. We recognise that mental health is just as important as physical health.

We want all children and adults to:

- feel confident in themselves.

- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health and where they can go if they need help and support.

Our intention is to help develop the factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Promoting positive mental health and wellbeing

The school promotes positive mental health and wellbeing in a number of ways. Children and members of our school community are encouraged to use our schools' vision, aims & values. By children 'sharpening the saw' they are taught ways to look after themselves both physically and mentally also highlighting the benefits of doing so.

Children are taught strategies to improve their resilience in learning. The school uses growth mindset to illustrate that mistakes in learning are how we move forward and that effort and hard work enable children to be successful and reach their potential. Furthermore, through our Mindup curriculum children learn about being more mindfully aware, focussed and how their brain functions to help them gain insight into their minds, decision making and behaviours as well as the people around them.

There is a robust procedure of sharing information for children who are making the transition to secondary school. Children are visited by members of staff from their new schools along with trial days. Should children require extra visits to ease anxiety or support children with an additional need these are accommodated as part of the transition process.

As detailed in the Behaviour policy, the schools adopt a restorative approach to behaviour to help resolve situations and to aid and support children in the resolution of any problems or issues they may have.

Children have lots of opportunities to take part in after school activities that encourage them to be active or develop non-academic skills which promote confidence and self-esteem. In addition, the

school actively encourages all children to represent the schools in inter-school sporting competitions. This not only highlights the importance of physical exercise and wellbeing to all, but also of being part of a team, taking part, trying new activities and builds a sense of pride.

Preventing mental health issues

Mental health and wellbeing features heavily in the PSHE curriculum. During the teaching of PSHE, there will be specific lessons to enable children to identify their emotions and strategies taught to support them in dealing with any issues that may arise. Within the PSHE curriculum, even when mental health and wellbeing is not the specific focus on the lesson, there are lots of opportunities to cross over into this area and support further wherever required.

Children take part in active learning, the benefits of physical exercise on mental health and wellbeing are well documented and as a school feel it contributes to improved resilience and focus on learning.

In addition, the children take part in 'core practice' at key times in the day. This provides the children with quiet, calm and reflective time.

Supporting children with mental health and wellbeing

Children who may suffer with issues in mental health or wellbeing are supported in a number of ways. There is a robust process of referral to our SEND team. Teachers are able to refer internally to highlight concerns they may have about an individual child. Assistant SENDCo Janet Mackay, has a coordinating role over these referrals and acts as our schools' Mental Health Lead. There are a range of resources that can be accessed including in house support from our ELSA trained staff along with other members trained in a variety of intervention such as Fun friends and Lego therapy which can be utilised to support where needed.

Additional training and support is provided to staff so that they are able to recognise the early signs of any mental health issues along with strategies to support children who may be experiencing difficulties. Staff are also able to access free support and learning from the MindEd learning portal should they wish to find out more information about a specific issue.
<https://www.minded.org.uk/Login>

Staff mental health and wellbeing

The school and governors value the contributions made by all our members of staff. Decisions made are always considered with workload in mind as well as what is right for the continuing journey of the school. With this in mind, the schools have tried to streamline procedures so that excess time is not wasted on unnecessary tasks. We have worked to change our marking strategy to reduce the amount of time teachers spend on post lesson marking; in addition, we have updated and remodelled our behaviour policy to ensure that staff feel supported and that there is a robust system in place. We ensure that there is no need to gather or input needless data with assessment points being set at 3 times per year. Frequent discussions take place regarding staff workload and well being with all members of staff and feedback is taken on board and actioned when appropriate and in the best interest of both children and adults. Our school aims are for all members of our school community and staff are encouraged to use them with the principles of prioritising, and trying to strike a balance

by using ‘sharpening the saw’. Should staff feel that they need extra support, senior leaders are happy to help where practicable, and staff can access additional support free of charge through SERCO. Details of this are confidential, do not need to be organised through the school and are displayed in the staff room for all to access.

Equal Opportunities

In the teaching and delivery of this policy, we seek to provide for the particular needs and aspirations of every child and adult within the school community, regardless of physical ability, special needs, gender, religion, race or culture.

This policy has been written by the PSHE and RSE subject lead and in conjunction with senior leaders. It is reviewed with governors on an annual basis.

Appendix 1. The statutory guidance taken from ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025.

[Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)

By the end of primary school pupils should know:

Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

2. That healthy 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.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. 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.

6. 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

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns 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.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.