



Personal, Social and Health Education (PSHE) and
Citizenship Policy including Relationships & Sex Education
(RSE)

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1. Aims

The aims of PSHE and (RSE) at our school are to:

- Acquire a wide and varied range of developmentally appropriate knowledge and skills of family, friendship and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop spiritually, morally, socially and culturally.
- Acknowledge and appreciate difference and diversity.
- Develop self-confidence and self-responsibility, self-esteem and self-worth.
- Make positive contributions to the local community and society.
- Learn to make informed choices.
- Be participants in a positive democratic society.
- Understand what constitutes a #safe and healthy lifestyle.
- To create and promote a caring school environment based on the school value of #respect ➤ Develop an understanding of fundamental British values.
- Understand and manage their emotions.

- Enjoy all their rights as set out in the United Nations Convention on the Rights of the Child (UNCRC).

2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach (**Relationships Education** and **Health Education**). We must teach relationships education under 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

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum which features in our Understanding the World faculty.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlines in section 403 of the Education Act 1996.

The Act states that 'Special Schools have a particularly sensitive role to play. Children with learning difficulties are entitled to the same opportunity as other children to benefit from sex education. They may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against unacceptable behaviour by adults. At Brays School there will be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and we will ensure that our teaching is 'sensitive, age appropriate and developmentally appropriate and delivered with reference to the law'.

We also have regard to 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

3. Definitions

At Brays, PSHE & RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values it focuses on attitudes and values, developing self-esteem and the skills to manage relationships. It is not about the promotion of sexual activity. For Brays School, the principles of RSE are family, friendships, safety and self-regulation and behaviour.

4. Curriculum

We have developed the PSHE and RSE curriculum in consultation with parents/carers, pupils and staff, considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. All areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers). We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. We will share all curriculum materials with parents and carers upon request. See **Appendix 1** for our Long Term PSHE Curriculum Coverage Plan 2025-2026. See **Appendix 2** for our Long Term Independence Curriculum Coverage Plan 2025-2026. See **Appendix 3** for curriculum coverage of key safeguarding elements from Keeping Children Safe in Education 2025.

5. Delivery of the Curriculum

As stated above, we are required to cover the contents for relationships and health education that are developmentally appropriate for our pupils, as set out in the statutory guidance. Our Relationship Education curriculum has been developed through progressive units beginning in Foundation Stage through to Year Six. In years 5 and 6, personal, social and emotional well-being will be taught in discrete units for puberty education.

PSHE is embedded across the curriculum through a holistic, inclusive approach that supports the emotional, social, and cultural development of all pupils. This includes:

- **Dedicated Curriculum Time** - pupils access structured PSHE lessons tailored to their developmental needs and learning styles.
- **Independent Curriculum Pathways** - personalised learning opportunities allow pupils to explore PSHE themes at their own pace, promoting autonomy and self-awareness.
- **Cross-Curricular Integration** - PSHE themes are reinforced through other subjects, including science, RE, and humanities, ensuring consistency and relevance.
- **Assemblies and Collective Worship** - whole-school gatherings provide opportunities to reflect on PSHE values such as kindness, respect, and inclusion.
- **Special Events and Awareness Days** - pupils engage in inclusive activities linked to national campaigns such as *Children in Need*, *Show Racism the Red Card*, and *Internet Safety Day*, promoting empathy and social responsibility.
- **Pastoral Support and Guidance** - staff provide ongoing emotional support, helping pupils navigate challenges and build resilience.
- **Positive Behaviour Support** - our behaviour policy is rooted in proactive strategies that encourage self-regulation, positive choices, and respectful relationships.
- **Inclusion and Community Engagement** - pupils participate in inclusive experiences and community visits, including places of worship and local partnerships such as our link with *St Thomas' Church*.
- **External Visitors and Workshops** - specialist organisations (e.g. *Women's Aid – Helping Hands*) enrich the curriculum with targeted sessions on safety, relationships, and wellbeing.

Teaching and Learning in PSHE & RSE

PSHE and RSE are delivered through a personalised and inclusive approach that reflects the diverse needs and abilities of our pupils:

- **Active and Individualised Learning** - Lessons are designed to be engaging and accessible, using personalised strategies that support each pupil's cognitive, emotional, and sensory profile.
- **Safe and Supportive Environment** - Staff create positive learning spaces where pupils feel safe to explore sensitive topics and express themselves.

- **Real-Life Application** - pupils are supported in applying PSHE skills in everyday contexts, such as resolving conflicts, making choices, and engaging in social routines like snack time or lunch.
- **Inclusive for All Abilities** - PSHE is taught to all pupils, regardless of cognitive ability, with content and delivery adapted to ensure meaningful participation.
- **Stretch and Challenge** - More able pupils are encouraged to explore ideas in greater depth, form personal views, and engage in discussion and research.
- **Developmentally Appropriate Resources** - All materials and teaching methods are tailored to be both age-appropriate and developmentally suitable for each learner.

PSHE and RSE Delivery at Brays School

At Brays School, PSHE and RSE are delivered using personalised teaching strategies that reflect the diverse communication and learning needs of our pupils. RSE is taught explicitly through our **Personal, Social, Health and Economic (PSHE)** curriculum, with **biological aspects** integrated into the **science curriculum**.

Additional themes are explored through:

- **Religious Education (RE)**
- **Spiritual, Moral, Social and Cultural (SMSC) development**
- **Promotion of British Values**
- **Positive Behaviour Support (PBS)**

Relationships education is framed within the context of **celebrating diversity**, promoting respect, empathy, and inclusion.

All teaching materials and approaches are carefully selected to be **developmentally appropriate** and are regularly **monitored and evaluated** by the PSHE Lead and the Senior Leadership Team to ensure they meet the needs of our pupils and uphold safeguarding standards.

6. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles & Responsibilities

The PSHE Co-ordinator plays a key role in leading and maintaining high-quality provision across the school. Responsibilities include:

- Reviewing and updating the PSHE and RSE policy regularly.
- Ensuring all resources are appropriate, inclusive, and tailored to the needs of our pupils.
- Leading the evaluation of the PSHE curriculum and its impact.
- Supporting staff with training, confidence, and resources to deliver effective PSHE and RSE.
- Developing and overseeing assessment and monitoring systems to track pupil progress.

Local Academy Council (LAC)

The LAC ensures strategic oversight and accountability. Responsibilities include:

- Approving and maintaining an up-to-date PSHE and RSE policy.
- Ensuring the policy aligns with statutory guidance including:
 - Relationships and Sex Education (RSE) and Health Education (2019)
 - The Education Act (2022)
 - The Academies Act (2010)
 - National Curriculum non-statutory guidance (2014)
- Ensuring the policy reflects a whole-school approach.
- Holding the Headteacher accountable for effective implementation.

Teachers and Support Staff

All staff involved in delivering PSHE and RSE are responsible for:

- Delivering content in line with the school's PSHE policy and curriculum and other relevant school policies.
- Creating a safe, caring, and inclusive learning environment.
- Delivering PSHE with Sensitivity
- Modelling positive attitudes and behaviours that reflect the school's ethos.
- Teaching PSHE sensitively and responsively to individual pupil needs.
- Contributing to curriculum evaluation and pupil assessment.

- Communicating with parents and carers when appropriate to support pupil wellbeing and development

8. Working with Families

We recognise that parents / carers are key partners in our delivery of a comprehensive PSHE and RSE programme for our pupils at the school. The PSHE & RSE we deliver is designed to support the important role of parents in this area. The PSHE & RSE curriculum is shared with parents during consultations, class DoJo and shared learning sessions. This enables parents to feel confident that PSHE is an integral part of their child's educational journey at Brays School. Parents can view the materials used in school and discuss the content of the RSE programme with school staff or the PSHE Co-ordinator. Where a personalised intervention programme is required for individual pupil's parents will be informed and content/resources/materials will be shared upon their request. For primary age pupils, parents **do not** have the right to withdraw their children from relationships education, however they do have the right to withdraw their child from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using **Appendix 4** of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

9. Monitoring & Review

- The delivery of PSHE is monitored by the senior leadership team alongside the PSHE co-ordinator, through quality assurance.
- Pupil's development in PSHE is monitored by class teachers as part of our internal assessment systems.
- The Head teacher and PSHE Co-Ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and providing a strategic lead and direction for the subject in school.
- All staff will be responsible for evaluating the strengths and weaknesses in the subject indicating areas for further improvement.

- This policy will be reviewed by the PSHE Co-Ordinator annually. At every review, the policy will be approved by the LAC (Local Academy Council).

Appendix 1 Long Term PSHE Curriculum Coverage Plan 2025 to 2026

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2025-26		The Body	Egypt	Ice World	India	On the Land	Transport
PSHE	Introductory 2 weeks						
EYFS: N/R	WILI3: Rules and laws	SA1: This is me	SA2/3: Feelings and Playing together	CG4/WILI5: Belonging: groups and families	WILI 1: Diversity and people	CG1: Lifecycles	HL3: Keeping well
KS1	WILI3: Rules and laws	SA1: All about me	SA2/3: Kind and Unkind behaviours and Playing together	CG4/WILI5: Belonging – How does it make you feel	WILI1: Celebrating Similarities and differences	CG1: Lifecycles and physical changes	HL3: Keeping safe (medication)
KS2	WILI3: Rules and laws	SA1: Things we are good at.	SA2: Bullying , fairness and equity	CG4: Families and relationships	WILI1: Equality and Prejudice	CG2: Changes at Puberty	HL3: Medicines and me - Keeping Safe – identifying risks and hazards
British Value link	Rule of Law Democracy	Mutual Respect Individual Liberty Tolerance of Different faiths and beliefs	Mutual Respect	Mutual Respect Tolerance of Different faiths and beliefs	Individual Liberty Tolerance of Different faiths and beliefs	Mutual Respect	Rule of Law
PSHE Key events		World Mental Health Day – 10 th October Show racism the red card – 17 th October Black History Week 13 th – 17 th October	Anti-bullying week – 10 th – 14 th November Road safety week – 17 th – 23 rd November Children in Need – 21 st November	Children's Mental Health Week – 9 – 15 th February Internet Safety Day – 10 th February	Comic Relief – 20 th March	Diversity Day – 21 st May	Healthy Eating Week – 8 th – 12 th June

Appendix 2 Long Term Independence Curriculum Coverage Plan 2025 – 2026

EYFS/ EXPLORERS		
Autumn term - Hygiene and Personal care	Spring term - Dressing skills	Summer term - Problem solving
Toileting Toothbrushing Wash up Brush up Healthy lifestyles	Getting dressed Getting undressed Zips, buttons and shoelaces Choosing appropriate clothes	Choice making Sorting and organising skills Recognising a problem Navigating a familiar environment

Discoverers		
Autumn 1 - Hygiene and Personal care	Autumn 2 - Dressing skills	Spring 1- Problem solving
Toileting Toothbrushing Wash up Brush up Healthy lifestyles	Getting dressed Getting undressed Zips, buttons and shoelaces Choosing appropriate clothes	Choice making Sorting and organising skills Recognising a problem Navigating a familiar environment
Spring 2 - Independent living (meal times)	Summer 1 - Household tasks	Summer 2 - Independent living
Preparing drinks Preparing snacks Preparing a simple meal Safely using appliances	Vacuuming Sweeping Mopping Cleaning Bed making Washing dishes Sorting clothes	Shopping Paying for items (WILI 6) Road safety 3.6 Using public transport

Adventurers		
Autumn 1 - Hygiene and Personal care	Autumn 2 - Dressing skills	Spring 1- Problem solving
Toileting Toothbrushing Wash up Brush up	Getting dressed Getting undressed Zips, buttons and shoelaces Choosing appropriate clothes	Choice making Sorting and organising skills Recognising a problem Finding a solution Navigating a familiar environment
Spring 2 - Independent living (meal times)	Summer 1 - Household tasks	Summer 2 - Independent living
Preparing drinks Preparing snacks Preparing a simple meal Safely using appliances	Vacuuming Sweeping Mopping Cleaning	Shopping Paying/ money management (WILI 6) Road safety 3.6 Using public transport

	Bed making Putting clothes in washing machine Sorting clothes Washing dishes	Using road crossings
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Appendix 3 – 2025 – 2026 Safeguarding in the Curriculum

	EYFS	KS1	KS2	Whole-School
Child missing from education/Child missing from home	All about me- communicating about familiar people, #belonging Growing up Autumn 1, Spring 1, Summer 1	Rights and responsibilities -settling into school #belonging Growing up Autumn 1, Spring 1, Summer 1	Rights and responsibilities -settling into school #belonging Growing up and change Autumn 1, Spring 1, Summer 1	#braysbelonging Whole-school focus on the Five Foundations of attendance
Child Sexual Exploitation/Child criminal exploitation	All about me- communicating about familiar people, #belonging Autumn 1	All about me- communicating about familiar people, #belonging Autumn 1	All about me- communicating about familiar people, #belonging Autumn 1	Brays Classics #braysbelonging
Bullying including cyberbullying	Feelings Autumn 2	Bullying - Kind and unkind behaviour What is a bully? Similarities and differences Autumn 2, Spring 2	Bullying - What is a bully? Resolving conflict in relationships Equality and Prejudice Autumn 2, Spring 2	Bullying themed day – respect Internet Safety
Domestic Violence				
Drugs	Medicines and me Keeping Well Summer 2	Medicines and me Why are medicines important, Who are the people that give me medicines? Summer 2	Medicines and me Why are medicines important, Identifying hazards Summer 2	
Fabricated illness	Medicines and me Keeping Well Summer 2	Medicines and me Why are medicines important, Who are the people that give me medicines? Summer 2	Medicines and me Why are medicines important, Identifying hazards Summer 2	
FGM	Growing up Summer 1	Growing up Summer 1	Growing up and Puberty Summer 1	

Forced Marriage				
Mental health	<p>Choice making/showing preferences -linked to healthy foods</p> <p>Caring for myself</p> <p>Belonging to family / school / other groups</p> <p>Independence skills and self help skills</p> <p>What is s friend?</p> <p>Myself – I'm unique</p>	<p>Going for goals- recognising what I'm good at</p> <p>Developing my life skills- making healthy choices</p> <p>Caring for myself</p> <p>Caring friendships- healthy relationships</p> <p>New belongings - what groups do I belong to?</p> <p>Difference and Diversity</p> <p>Gender Difference</p> <p>Equality</p> <p>Difference and Diversity</p> <p>Gender Difference</p> <p>Equality</p> <p>Caring for myself and others</p> <p>Heritage Kind and unkind behaviour</p> <p>What is a bully?</p> <p>How can I get help?</p> <p>Different types of families.</p> <p>Healthy me linked to feelings and foods that are good for me</p> <p>Myself Who am I? Why am I unique?</p>	<p>Going for goals - recognising what I'm good at</p> <p>Developing my life skills- making healthy choices</p> <p>Caring for myself</p> <p>Caring friendships healthy relationships</p> <p>Respectful Relationships</p> <p>How might I be different to my friends?</p> <p>Celebrating difference aspirations, helping others, charities, where do I fit in the world? How do we celebrate Britain?</p> <p>Caring friendships</p> <p>What makes a good friend?</p> <p>How do I manage my behaviour?</p> <p>Physical / Mental Health</p> <p>What foods do I eat to stay healthy?</p> <p>How do I manage my good and bad feelings?</p> <p>Myself Who am I? Why am I unique?</p>	<p>World Mental Health Day</p> <p>Children's Mental Health day</p>
Preventing radicalisation	<p>All about me- communicating about familiar people, #belonging</p> <p>Autumn 1, Spring 1</p>	<p>People who help us in the community, Road and Fire safety</p> <p>Autumn 1, Spring 1</p>	<p>Belonging, equality and prejudice</p> <p>Autumn 1, Spring 1</p>	<p>Brays Classics</p> <p>#braysbelonging</p>
Sexting				
Online safety	<p>Keeping Safe-roads, internet weather</p>	<p>Keeping Safe-roads, internet weather</p>	<p>Belonging,</p>	<p>Safer Internet Day</p>

	Feelings Autumn 2, Spring 1, and Spring 2	People who help us Bullying Autumn 2, Spring 1, and Spring 2	Keeping Safe -roads, internet weather Bullying Autumn 2, Spring 1, and Spring 2	
Safety	Personal safety- Keeping well Feelings Rules and Laws Autumn 1, Autumn 2, Summer 2	Personal safety- Medicine Feelings Rules and Laws Autumn 1, Autumn 2, Summer 2	Personal safety- Medicine Feelings Rules and Laws Autumn 1, Autumn 2, Summer 2	Diwali / Fireworks – keeping safe Healthy eating assembly

Links to RE – Green
Links to PSHE – Blue

Appendix 4: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	