

Briercliffe Primary School



Personal, Social and Emotional Education

**(including Relationships and Sex Education
(RSE))**

March 2026

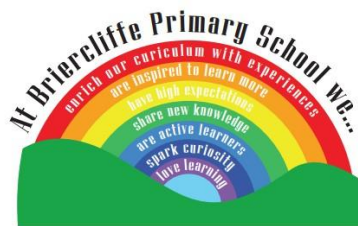
Introduction

The purpose of the policy and its alignment with statutory guidance is to outline the importance of RSE(Relationships and Sex Education)/PSHE (Personal, Social, Health and Economic Education) in safeguarding and preparing children for life. This is in-line with the 2025 guidance which is due for implementation by September 2026. This is also in line with our PSHE vision at Briercliffe Primary School

Intent

The aims and objectives of our curriculum are:

- To deliver a sequenced, progressive curriculum which promotes the enjoyment of learning and the acquisition of knowledge and is ambitious and inclusive for all pupils, encouraging every child to strive for 'Only our best'
- To develop pupils' communication, reading, mathematical, ICT and problem-solving skills
- To offer opportunities for pupils to ask questions and to think creatively, applying their knowledge in new contexts
- To actively engage all pupils in their learning, ensuring all pupils are motivated and enthusiastic learners
- To closely monitor and assess pupils' progress and respond appropriately
- To support pupils in their spiritual, moral, social and cultural development and their understanding of fundamental British Values



We believe that PSHE prepares children for their futures. We recognise that our children are growing up in a diverse world and through PSHE; we want our children to be both confident, individuals and responsible, caring members of school and the wider community. We want them to build a 'well-rounded' knowledge and understanding of the world around them, laying the foundations for their future academic learning and their ability to be an active and responsible member of their community.

In brief, our PSHE curriculum aims for all pupils to:

- Develop children spiritually, morally, socially and culturally, including developing an understanding of the fundamental British Values.
- Develop excellent communication skills.
- Develop positive attitudes to leading a healthy lifestyle.
- Build strong self-esteem and self-confidence through successfully overcoming challenge.
- Develop a deep understanding of what constitutes a happy, healthy relationship.
- Recognise and be able to articulate their own emotions and to draw on effective strategies to deal with the varied emotions they might experience, including knowing when to seek help from others with their emotions and feelings.

- Have strategies to help them find positive solutions when difficulties arise.
- Be able to show respect and tolerance to others.
- Develop a strong sense of justice.
- Be equipped with the skills and attributes to make a positive contribution to society.

Our PSHE curriculum is ambitious and aspirational, encouraging all children to strive to achieve their best. Expectations for all children are high and children with SEND are supported to achieve the same outcomes and obtain the same knowledge as others. Support is provided where necessary so that all children can communicate their learning and thoughts in an effective way. There is opportunity for deeper thinking through scenarios that arise in everyday life.

Implementation

Our Curriculum

We have developed the Briercliffe PSHE and RSHE Curriculum to ensure that all statutory areas of [the guidance](#) are taught, as well as additional key learning that will support the children of Briercliffe. We have created a whole-school progression document which shows the knowledge (both substantive and disciplinary) that children develop and embed throughout their time at Briercliffe across all topic areas of the PSHE Curriculum.

The new guidance for RHE (2025) focuses on teaching the fundamental building blocks and characteristics of positive relationships and staying healthy through teaching about the following topics :

- Families and people who care for me
- Caring friendships
- Respectful and kind relationships
- Online safety and awareness
- Being safe
- General well-being
- Well-being online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

All of these topics sit within the statutory RSHE objectives and therefore, content from these lessons cannot be withdrawn from.

At Briercliffe Primary School we have also chosen to teach the non-statutory element of sex education within our PSHE curriculum to Year 6 children. This is because statistics show that East Lancashire has one of the highest rates of under age sex and teenage pregnancy in the country. Sex Education at Briercliffe Primary School includes the teaching of human reproduction (conception). These lessons are additional to what is statutory in both the RSHE guidance and Science curriculum. Because of this, this is content which pupils can be withdrawn from if parents wish.

The time devoted to the areas above is based on what we feel are the greatest areas of need for Briercliffe’s children. The delivered curriculum reflects the needs of our children and is tailored to meet specific needs.

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Although PSHE is taught in weekly discreet lessons, links are made to other subjects to further demonstrate the importance of PSHE in everyday life. Lessons always begin with a short activity related to PSHE or British Values retention. Teaching PSHE at Briercliffe offers children frequent opportunities to revisit prior learning, applying knowledge in new contexts to promote long-term learning of knowledge. Relationships and Health education will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they may face in the future.

In the EYFS, PSHE is linked to all areas of learning. Although it may not be taught in a discreet lesson like the rest of the school, PSHE is taught and discussed alongside many curriculum areas and this is shown on the EYFS PSED document.

Although we do not directly follow any published scheme of work, PSHE lessons use a range of resources and medium term and individual lesson planning from the Scarf resources at Coram Scarf Education, The PSHE Association, BBC Bitesize and The Medway resources. This ensures detailed and appropriate resources are used to support the teaching of PSHE.

Answering Questions

Teachers will answer pupil questions about their learning wherever possible. Staff have received training about answering questions informatively and in a supporting way. When linked to RSE this may mean correcting pupils using the anatomically correct names for body parts and saying these are the 'doctors words' for them should it be necessary. This supports the Keeping Children Safe in Education document (KCSIE) that all schools are legally required to follow. The document states that children should be taught and use anatomically correct names for body parts, in the event that a safeguarding issue does arise, the incident can be reported and dealt with correctly. Each classroom will have an ask-it basket which will have agreed protocols. Pupils can place questions in there if they would rather not ask in front of their peers.

If questions are received from pupils who are withdrawn from sex education, e.g., factual, age-appropriate responses without teaching withdrawn content, these can be answered.

If a question is deemed to go beyond the statutory content in lessons, the teacher will seek the advice of the PSHE lead and SLT to agree a course of action. This may include navigating a response that is appropriate or informing parents and carers of the question to agree a course of action.

Planning

Subject Leaders have written a long-term plan, followed by very detailed medium-term plans (MTPs). All MTPs include National Curriculum coverage, new knowledge, prior learning, later learning, subject specific vocabulary, potential misconceptions, enrichment and cross curriculum opportunities. Each unit has a Big Question, followed by a series of questions linked to the identified learning objectives. Subject Leaders have provided these learning objectives, key questions, resources and suggested outcomes. When preparing for lessons, teachers are required to add success criteria, adaptation/scaffolding that may be required, and how the lessons will be taught and the evidence and outcome. When preparing for lessons, teachers are required to add success criteria, adaptation/scaffolding that may be required, and how the lessons will be taught and the evidence and outcome. Teachers will be required to identify the introduction and main part of the lesson.

Record Keeping/Evidence

Outcomes and evidence of learning will be recorded on a weekly basis. This will be in the form of either individual exercise books, floor books or digital evidence saved on the server. EYFS evidence is recorded in floor books and as digital evidence. Key Stage 1 evidence is recorded in class floor books, Lower KEY Stage 2

evidence is recorded in floor books and individual exercise books and Upper Key Stage 2 evidence is recorded in individual exercise books. Work will be marked according to our Marking and Feedback policy.

Displays

In PSHE, we will use a Working Wall approach. Teachers will display the initial Big Question, followed by a series of questions linked to the identified learning objectives. Examples of children's work, photographs of learning and speech bubbles showcasing children's voice will also be included.

Impact

Assessment of PSHE, will be completed by returning to the initial Big Question. Children will be provided with a simple, age appropriate, activity to allow teachers to assess the children's level of understanding of the knowledge and skills taught, ensuring the children are able to know and remember more. Further details can be found in our assessment policy.

Our Assessment

Formative assessment is a key part of PSHE teaching, enabling staff to address misconceptions and further learning. Ongoing formative assessment is undertaken at the end of each unit and is carried out termly with teacher judgements made about children's performance against the unit of work learning objectives.

Most children will achieve at least age-related expectations in PSHE at the end of their cohort year. All of our children will have been exposed to age related learning. Through retention and retrieval activities and a practical curriculum our children will retain knowledge that is pertinent to history with a real-life context

Resources

Key resources to be used in the teaching of PSHE have been identified in the MTP. Discussions should be held with the Curriculum Lead if additional resources have been identified. The resources that are used to deliver PSHE can be made available to parents and carers with prior arrangement at the office. As some of our resources are held on an online portal, we will be happy to invite you into school to view these at any point through the year.

External Visitors

On occasions, we may choose to invite external visitors into school to enhance the provision we offer our children. These external providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils.

Regular visitors to our school include:

Life Education team

Lancashire Police

Lancashire Fire Service

Period Coach

Barnardo's

School Mental Health Team

New Era

Children and Family Wellbeing Service

At times, there may be themed weeks or specific events where school decides that another visitor may further compliment the curriculum and therefore this is not an exhaustive list. At times when a visitor is invited in addition to the list above for PSHE, parents will be made aware and the content of the session will be checked by a member of staff ahead of the delivery just as it has been for the visitors listed above.

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Special Educational Needs

We believe that all children have the right to access the PSHE curriculum. The school promotes equal opportunities and fairness of distribution of resources. Groupings for PSHE will generally follow the same pattern as for all lessons. To ensure that children with SEND achieve the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. Through the teaching of PSHE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEND children in small groups or on a one-to-one basis.

More Able and Talented

Those children who show particular aptitude in PSHE are challenged through provision of open-ended, deeper learning tasks, as these require children to demonstrate a deeper understanding. They have highly-developed skills of comprehension, analysis and research. They are expected to show quickness of understanding and depth of thought and are highly reflective.

Other identified Vulnerabilities

For children who may have been identified as having a barrier to their learning and ability to access PSHE, steps are taken to ensure that they have access to the additional support that is needed. This may include opportunities being taken to pre-teach content, issue additional pastoral support or adapt the delivery methods of some topics. At Briercliffe, we know our children well and are able to adapt to their evolving needs as and when we need to.

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Monitoring

Subject Leaders will carry out regular and robust monitoring to ensure they have a good knowledge and understanding of the quality of the curriculum being offered to our children, standards in their subject and ensure high standards of teaching and learning for all. All monitoring will be recorded on a Monitoring and Evaluation sheet and will identify next steps or lines of enquiry to focus further improvements and monitoring. Further information can be found in the Subject Leader Handbook.

Right to Withdraw

In primary schools in England, parents have the right to request that their child is withdrawn from *sex education* lessons that are not part of the statutory RHSE or Science curriculum. The Headteacher must grant this request, and requests should be put in writing addressed to the Headteacher.

As health and relationships are part of a statutory curriculum, you cannot withdraw children from the content in these lessons.

To help parents make an informed decision about their right to withdraw their child from non-statutory content, parents are able to view materials and have access to these should they wish to.

Parental Access to Curriculum Materials

A long term over view of the PSHE curriculum can be found on school website. Sample planning can be shared with parents upon request and a meeting the school PSHE lead can be organised. Please contact the school office for further support.

Responsibilities

Head teacher: Joanne Ramsbottom

PSHE lead: Sarah Summers

Pastoral Staff: Wenda Smith

Governors: Sam Parker

Written by:

Sarah Summers

Reviewed: March 2026

Review date: September 2027