



FOXBOROUGH PRIMARY SCHOOL

PSHE (Personal, Social, Health and Economic Education),
Relationships and Health Education Policy
(including Sex Education)

Policy confirmed by the Local Committee of
Foxborough Primary School

Date Ratified: September 2026

Signed:

A handwritten signature in black ink, appearing to read 'GK' or similar, enclosed within a large, loopy oval shape.

Chair of ESB: Gill Knight

Review Date: July 2027

1. Purpose, status and statutory context

At Foxborough Primary School, Personal, Social, Health and Economic (PSHE) education is a central part of our curriculum. It supports pupils to develop the knowledge, vocabulary, skills and attributes they need to understand themselves and others, build positive relationships, make informed choices, keep themselves safe and contribute positively to their community.

At Foxborough, PSHE, Relationships Education, Health Education and our chosen primary Sex Education content are planned and taught as one coherent curriculum. This policy therefore brings these areas together while clearly distinguishing between statutory Relationships Education and Health Education, National Curriculum Science, and the additional Sex Education provided by the school.

This policy has regard to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (Department for Education, revised guidance in force from 1 September 2026);
- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- the Education Act 2002 and Academies Act 2010;
- the Equality Act 2010;
- the National Curriculum for Science; and
- the current versions of Keeping Children Safe in Education and other relevant safeguarding guidance.

Relationships Education is compulsory for all primary pupils. Health Education is compulsory in state-funded primary schools. Primary schools may also choose to provide Sex Education beyond the National Curriculum for Science. At Foxborough, the only additional, non-statutory Sex Education is the Year 6 lesson 'Making a Baby'.

2. Our approach at Foxborough: why we have chosen The Story Project

Foxborough uses The Story Project as its core whole-school PSHE curriculum because its story-led, discussion-rich and emotionally responsive approach aligns closely with our curriculum priorities and with the way we want children to learn.

Reading at the heart of PSHE

Reading is a key School Development Plan priority. High-quality children's literature sits at the heart of The Story Project. Stories allow pupils to encounter different experiences, relationships, families, emotions and perspectives while providing a safe distance from which sensitive or complex ideas can be explored. Carefully selected texts therefore support our ambition to develop a strong reading culture while also developing empathy, curiosity and understanding of the wider world.

Oracy and explicit vocabulary teaching

Oracy is a key pedagogical approach across the Foxborough curriculum. PSHE provides rich opportunities for pupils to listen, articulate their thinking, ask questions, discuss ideas, disagree respectfully and build on the contributions of others. Discussion and dialogue are deliberately planned within lessons rather than being incidental to them.

Vocabulary is explicitly taught. We recognise that children need language in order to understand and communicate their experiences. Key vocabulary is identified, modelled and revisited so that pupils develop the language to name emotions, describe relationships, communicate boundaries, express opinions, recognise unsafe situations and seek help.

ROCK values and our relational approach

The curriculum complements our ROCK values of Responsibility, Open-mindedness, Challenge and Kindness. PSHE gives pupils opportunities to understand and practise these values in their relationships, decision-making and participation in school and the wider community.

The Story Project's emphasis on emotional readiness and regulation also complements Foxborough's wider relational approach, including The Good Morning Club (TGMC). We recognise that children are better able to engage with learning, discussion and reflection when they feel safe, connected and regulated. This supports our wider principles of 'regulate to educate' and 'connection over correction', while maintaining clear expectations, boundaries and safeguarding practice.

3. Aims and intended outcomes

Through our PSHE, Relationships and Health Education curriculum, pupils will be supported to:

- develop positive emotional wellbeing, emotional literacy and age-appropriate self-regulation strategies;
- understand and build healthy, respectful and inclusive relationships;
- recognise boundaries, body autonomy, consent and how to seek help;
- develop healthy lifestyles and understand how to look after their physical and mental health;
- stay safer online and offline and recognise risks and harms;
- make responsible, informed and ethical decisions;
- develop financial awareness and understanding of economic wellbeing;
- participate positively in their school, local community and wider world;
- communicate with confidence, empathy and respect; and
- develop resilience, self-worth, kindness, responsibility and respect for others.

4. Curriculum design and content

The Story Project provides a progressive, story-led spiral curriculum. Key ideas are revisited with increasing depth so that learning is age-appropriate, developmentally responsive and connected across year groups.

The six key themes are:

- Being a Good Friend
- Celebrating Families
- Looking After My Body and Mind
- Keeping Safe
- Becoming a Global Citizen
- Growing Up

Statutory and non-statutory content

Curriculum area	Status at primary	Foxborough approach
Relationships Education	Statutory	Taught throughout the PSHE curriculum.
Health Education	Statutory	Taught throughout the PSHE curriculum.
National Curriculum Science	Statutory	Includes relevant learning about life cycles, growth, puberty and reproduction as specified by the Science curriculum.

Economic wellbeing	PSHE / non-statutory element	Included as part of our wider PSHE provision.
Additional Sex Education	Non-statutory in primary	Limited to the Year 6 'Making a Baby' lesson. Parents may withdraw their child from this lesson.

Relationships and Health Education

Coverage includes families and people who care for us; caring friendships; respectful relationships; online relationships; being safe and seeking help; mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and the changing adolescent body.

Sex Education at Foxborough

The only additional Sex Education taught beyond statutory Relationships and Health Education and the National Curriculum for Science is the Year 6 'Making a Baby' lesson. The school will make clear to parents which content sits within this lesson and which learning is statutory and cannot be withdrawn from.

5. Teaching and learning

PSHE is taught through weekly timetabled lessons using The Story Project, supported by whole-school practice, assemblies and appropriate cross-curricular links. Class teachers remain responsible for the quality and safety of learning.

The Story Project lesson sequence

Settle - grounding, calming and self-regulation techniques that support readiness to learn.

Training - explicit teaching of emotional literacy and wellbeing skills.

Objective - clear introduction of the learning intention and key language.

Read - a shared high-quality story that provides emotional distancing, context and a rich stimulus for discussion.

You - discussion, reflection and application of the learning in pupils' own words and contexts.

Teaching may also include role play, paired and group discussion, reflection tasks, realistic scenarios, problem-solving, decision-making and opportunities to practise help-seeking language. Cross-curricular links are made particularly with English, Computing, Science and RE.

Safe and respectful learning

- Ground rules are established and revisited so pupils understand expectations for respectful discussion and the limits of confidentiality.
- Distancing techniques, including fictional characters and stories, are used so pupils are not expected to disclose personal experiences.
- Teaching uses calm, factual and non-sensational language and avoids fear-based or graphic content.
- Lessons focus on skills, protective factors, resilience, support systems and what pupils can do to keep themselves and others safe.
- Pupils are repeatedly taught who trusted adults are, how to seek help and how to report concerns.

6. Inclusion, equality and SEND

The curriculum is inclusive and reflects the Equality Act 2010. Teaching represents diverse families, communities and experiences, challenges stereotypes and promotes respect for others. Teaching is planned sensitively and appropriately for pupils' age and development, taking account of the needs and religious backgrounds of pupils and the context of the school community.

At Foxborough, we recognise that pupils may access PSHE learning at different developmental stages. Teaching is adapted according to pupils' communication, cognition, social understanding and emotional development rather than relying solely on chronological age.

Adaptations may include:

- pre-teaching and revisiting key vocabulary;
- visual supports and concrete examples;
- repetition and overlearning;
- simplified or clarified language without changing the essential safeguarding message;
- additional processing time;
- smaller-group or targeted teaching where appropriate; and
- careful selection of examples, stories and ways for pupils to respond.

Adaptation will not unnecessarily remove pupils from important safeguarding learning. Where individual pupils have particular vulnerabilities, staff will consider the safest and most appropriate way for them to access the curriculum, working with the SENDCo, DSL, parents and other professionals where appropriate.

7. Questions, confidentiality and safeguarding

Answering pupils' questions

Pupils' questions are treated respectfully. Teachers answer questions factually, sensitively and in an age- and developmentally appropriate way. Anonymous question boxes or written questions may be used where helpful.

Where a question falls outside the planned curriculum, staff will:

- consider whether it can be answered simply and appropriately within the intended learning;
- defer the question where the content is not appropriate for the pupil's age or developmental stage;
- where appropriate, explain that the question is better discussed privately with a trusted adult at home or with an appropriate member of school staff;
- seek advice from the PSHE subject leader, senior leader or DSL where necessary; and
- consider whether the question itself raises a safeguarding concern.

If a question relates to additional Sex Education from which a pupil has been withdrawn, the teacher will not use the class discussion to provide the withdrawn content to that pupil. The school will respond sensitively and, where appropriate, discuss with the parent how the question can be supported.

Safeguarding and confidentiality

PSHE and Relationships Education can provide pupils with the knowledge and language to recognise concerns and seek help. Staff must therefore remain alert to the possibility of disclosures. Pupils are never promised absolute confidentiality. Any disclosure or safeguarding concern is managed in accordance with Foxborough's Safeguarding and Child Protection Policy and reported promptly to the Designated Safeguarding Lead or a deputy.

Visitors and external contributors may complement but will not replace the planned curriculum. They must be approved and appropriately briefed, follow school safeguarding and confidentiality procedures, and will not be left alone with pupils. The class teacher retains responsibility for the lesson.

8. Partnership with parents and carers

Foxborough is committed to openness and genuine partnership with parents and carers. We want families to understand what is being taught, why it is being taught and how they can support conversations at home.

Annual parent information session

Every academic year, the school will hold a PSHE/RSE information session led by the PSHE subject leader and a senior leader. Parents and carers will have the opportunity to view the curriculum, books, lesson materials and other resources; ask questions; understand which content is statutory and which is additional Sex Education; and receive guidance about supporting age-appropriate conversations at home.

Where copyright restrictions apply, materials will be made available for parents to view in a way that respects those restrictions. The school will ensure that parents are able to understand the content and nature of the materials used.

In addition, the school will:

- publish this policy on the school website and provide a paper copy on request;
- share curriculum overviews and relevant information about when key themes are taught;
- provide advance information about the Year 6 'Making a Baby' lesson and the right to withdraw;
- provide opportunities for parents to ask questions or request a meeting with the subject leader or a senior leader; and
- consult parents when the Relationships Education policy is developed or substantively reviewed.

9. Right to withdraw from Sex Education

At Foxborough, the only lesson from which a parent may withdraw their child is the Year 6 'Making a Baby' lesson.

Parents do not have the right to withdraw their child from Relationships Education, Health Education or content taught as part of the National Curriculum for Science.

Process

1. A request to withdraw should be made in writing to the Headteacher.
2. The Headteacher will invite the parent to discuss the request, clarify the nature and purpose of the curriculum and explain exactly which content is statutory and which is additional Sex Education.
3. The discussion may include the benefits of the lesson and any possible social or emotional effects of withdrawal, while respecting the parent's legal right to withdraw from primary Sex Education.
4. For the Year 6 'Making a Baby' lesson, the request will be granted.
5. The school will keep an appropriate record of the request and discussion.
6. During the withdrawn lesson, the pupil will receive appropriate, purposeful and supervised education.
7. Withdrawal will not remove the pupil from statutory Science, Relationships Education or Health Education.

10. Roles and responsibilities

Governing body / trust

- ensures the school meets its statutory duties and approves the policy through the appropriate governance route;
- provides appropriate scrutiny of curriculum implementation and impact; and
- ensures the policy is available to parents and the wider school community.

Headteacher and senior leaders

- provide strategic oversight and ensure statutory requirements are met;
- ensure appropriate consultation and transparency with parents;
- ensure staff have access to suitable training and support;
- consider and grant primary Sex Education withdrawal requests in accordance with the law and this policy; and
- ensure PSHE is connected appropriately to safeguarding, SEND, behaviour, wellbeing and wider curriculum priorities.

PSHE subject leader

- oversees curriculum planning, sequencing and implementation of The Story Project;
- ensures statutory content is securely mapped and that resources remain appropriate and up to date;
- supports staff subject knowledge and pedagogy, including through training and professional development;
- monitors teaching, learning, pupil voice and curriculum impact;
- works with the SENDCo and DSL where adaptations or safeguarding considerations are needed;
- leads the annual parent information session with a senior leader; and
- reports appropriately to senior leaders and governors.

Class teachers

- deliver the agreed curriculum consistently and sensitively;
- teach and revisit key vocabulary explicitly;
- create a safe, respectful learning environment;
- adapt teaching so pupils, including those with SEND, can access essential learning;
- respond appropriately to questions and disclosures; and
- assess pupils' learning and use this to inform future teaching.

11. Staff training and professional development

Staff responsible for teaching PSHE receive appropriate induction and ongoing support in The Story Project curriculum and pedagogy. This includes access to provider training and updates, alongside school-based professional development on safeguarding, SEND, inclusive practice, oracy, vocabulary and relevant statutory changes.

Staff are not expected to teach sensitive content without appropriate preparation. The subject leader and senior leaders will provide guidance where staff need support with subject knowledge, responding to questions or adapting learning for particular pupils.

12. Assessment, monitoring and evaluation

Assessment in PSHE is used to understand what pupils know, understand and can apply; it is not intended to grade pupils' personal beliefs or experiences. Teachers assess learning through discussion, activities, observation, reflection and appropriate recorded work.

Monitoring may include:

- curriculum and planning review;
- learning walks and discussion with teachers;
- pupil voice, with attention to whether pupils can explain key knowledge and vocabulary;
- review of work or other evidence of learning;
- consideration of accessibility and participation for pupils with SEND;
- parent feedback, including from the annual information session; and

- review of safeguarding, behaviour or wellbeing themes where these indicate a curriculum need.

The subject leader evaluates the impact of the curriculum and reports relevant findings to senior leaders and governors. The curriculum may be adapted where monitoring identifies gaps, changing needs or local safeguarding priorities, while maintaining statutory coverage.

13. Links with the wider Foxborough curriculum and policies

This policy and curriculum should be read alongside relevant school policies and curriculum areas, including:

- Safeguarding and Child Protection Policy;
- Behaviour Policy and The Good Morning Club (TGMC) approach;
- SEND Policy and SEN Information Report;
- Online Safety / Computing provision;
- Anti-bullying arrangements;
- Equality information and objectives;
- Science curriculum;
- English, reading and oracy provision;
- Religious Education; and
- curriculum and teaching and learning policies.

14. Policy development, consultation and review

This policy has been developed from The Story Project's template PSHE and RSE policies and adapted to reflect Foxborough Primary School's curriculum, values, community and statutory responsibilities. The school's approach brings PSHE, Relationships Education, Health Education and the limited additional Sex Education into one coherent policy because they are planned and taught through one integrated curriculum.

In accordance with statutory expectations, parents and carers will be consulted when the Relationships Education policy is developed or substantively reviewed. Pupil voice, staff feedback and governor scrutiny will also inform review.

The policy will normally be reviewed annually at Foxborough, and sooner where there is a significant change to statutory guidance, safeguarding requirements, The Story Project curriculum or the needs of the school community.

Appendix 1: Quick guide for parents

Area	Is it compulsory?	Can my child be withdrawn?
Relationships Education	Yes	No
Health Education	Yes	No
National Curriculum Science	Yes	No
Year 6 'Making a Baby' lesson	No - this is Foxborough's additional primary Sex Education	Yes

Parents who would like to understand the curriculum in more detail are encouraged to attend the annual information session or contact the school to speak with the PSHE subject leader or a senior leader.