

Speen Church of England School



PSHE, Relationships and Sex Education (RSHE) Policy

Issued: September 2026

Next Review: September 2027

THEN CHRIST WILL MAKE HIS HOME IN YOUR HEARTS
AS YOU TRUST IN HIM. YOUR ROOTS WILL GROW
DOWN INTO GOD'S LOVE AND KEEP YOU STRONG.

- EPHESIANS 3:17 (NLT)

1. School Context

It is important to all at Speen School that our pupils receive age-appropriate education that meets their needs within a caring, Christian environment. As a Church of England infant school, we are committed to ensuring that our Relationships and Health Education is delivered sensitively and in keeping with our Christian vision and values, taking careful account of the family contexts of our pupils.

Our PSHE and RSHE provision reflects our school's Christian ethos, promotes dignity and respect for all, and supports every child to flourish academically, socially, emotionally and spiritually. We believe that strong relationships — with self, others and God's world — are at the heart of a flourishing life.

2. Introduction and Statutory Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils and of society; and
- Prepare pupils for the opportunities, responsibilities and experiences of later life.

Relationships Education and Health Education have been statutory in all primary schools since September 2020, in accordance with the Children and Social Work Act 2017.

At Speen School, we use the Muse PSHE programme, which fully meets the statutory requirements for Relationships and Health Education and provides a comprehensive, age-appropriate PSHE curriculum specifically designed for infant-aged pupils. The programme is fully aligned with the Department for Education (DfE) Relationships, Sex and Health Education (RSHE) statutory guidance (updated July 2025) and reflects current best practice in safeguarding, inclusion, wellbeing and pupil voice.

Note on transition to 2025 guidance: The updated DfE RSHE guidance (July 2025) replaces the 2019 guidance with statutory effect from 1 September 2026. Schools may begin implementing the updated guidance from September 2025 if they wish. Speen School is actively preparing for full implementation by September 2026 and has used the 2025 guidance to inform this policy. The Muse programme is being reviewed and updated in line with the new requirements, and staff will be supported through any necessary professional development.

Sex Education is not statutory in primary schools. At Speen, as an infant school, no sex education is taught beyond the statutory science curriculum, which includes age-appropriate learning about human life cycles and changes as children grow.

3. Aims of PSHE and RSHE

Our aim is to provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals and within the community. Rooted in our Christian vision and values, we aim to develop the whole child.

Through PSHE and RSHE, pupils are supported to:

- Value themselves, others and the world around them
- Feel safe, loved and confident in who they are
- Communicate effectively and build positive, respectful relationships
- Develop emotional literacy and manage difficult feelings well
- Make informed and healthy lifestyle choices
- Live out our school values and contribute positively to their community
- Be active and responsible citizens
- Understand and manage their physical, mental and emotional health and wellbeing
- Recognise risk, stay safe and know how to seek help
- Understand change, transition and loss, including bereavement
- Recognise unhealthy relationships, bullying and abuse
- Develop digital resilience and navigate the online world safely

4. Subject Content — What Is Taught

4.1 PSHE Curriculum Overview (Muse)

The Muse Wellbeing PSHE scheme of work has been selected as a high-quality, evidence-informed programme particularly well suited to infant-aged pupils. It supports children to grow in knowledge, empathy and confidence through carefully sequenced, age-appropriate learning, using a spiral approach that revisits and deepens key concepts as pupils develop.

Each lesson connects to one or more of the five Muse Core Values:

- Mental and Physical Health
- Positive and Respectful Relationships
- Global Citizenship and Community Care
- Personal Growth and Economic Wellbeing
- Digital Citizenship and Online Safety

Muse lessons are structured to include discussion, reflection, practical activities and pupil voice, creating a consistent and safe learning environment for young children. The infant-specific approach ensures that content, language and activities are developmentally appropriate for pupils in Reception, Year 1 and Year 2.

4.2 Relationships Education (Statutory)

Relationships Education is statutory for all primary pupils and focuses on teaching children about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

As part of this, the school uses *Clever Never Goes*, a child-friendly personal safety programme that helps pupils recognise unsafe situations — both outside and online — and know what to do, replacing outdated 'stranger danger' messaging with practical, age-appropriate safety skills.

In line with the 2025 DfE guidance, Relationships Education at Speen also includes:

- Communicating effectively: developing the ability to be assertive, express needs and set personal boundaries
- Managing difficult feelings in relationships, such as disappointment, frustration and loneliness
- Personal boundaries, concepts of safe and unsafe touch, and recognising and reporting concerns — including sexual violence — to keep children safe
- Digital relationships: strategies for staying safe online, recognising when something feels uncomfortable, and knowing who to tell
- Positive attitudes: supporting all pupils to develop healthy, respectful attitudes towards themselves and each other
- Families: understanding that families come in many forms and are all equally valued

Relationships Education does not include teaching about sexual activity. All content is age-appropriate and delivered sensitively, taking full account of the infant stage of development.

4.3 Health Education (Statutory)

Health Education is statutory and covers:

- Mental wellbeing — recognising and naming emotions, strategies for managing feelings
- Physical health and fitness, including the importance of sleep, nutrition and exercise
- Healthy eating
- Drugs, alcohol and tobacco — age-appropriate awareness of substances that can harm the body, including medicines and household substances, with simple references to smoking and vaping in line with pupil maturity
- Health and prevention — basic hygiene, dental health and keeping the body healthy
- Basic first aid awareness
- Bereavement and loss — age-appropriate understanding of death and change (new content, 2025 guidance)
- Safety — including fire safety and water safety (new statutory content, 2025 guidance)
- Road safety (new statutory content, 2025 guidance)
- Changing adolescent body — covered through the science curriculum at an age-appropriate level
- Interoception awareness (understanding internal body signals such as hunger, thirst and emotions) for all children to support sensory and emotional wellbeing

4.4 Sex Education (Non-Statutory in Primary)

At Speen School, sex education is taught only as part of the statutory science curriculum and is limited to:

- Naming body parts using correct scientific terminology
- Understanding growth and change
- Learning about human life cycles

No additional sex education is taught beyond the statutory science curriculum at infant level. Parents have the right to request withdrawal from any non-statutory sex education content. Further details are provided in Section 9.

4.5 Online Safety and Digital Citizenship

In line with the 2025 DfE guidance, online safety is embedded throughout our PSHE curriculum as a core element of both Relationships Education and Health Education. At infant level, this includes:

- Understanding the difference between public and private information
- Not sharing personal details without adult help
- Recognising when something online feels uncomfortable, and knowing who to tell
- Understanding why certain websites, games and apps are age-restricted
- Recognising unkind behaviour online and knowing it is not acceptable
- Building digital resilience in a safe, age-appropriate way

The Muse programme delivers online safety content in a structured, progressive way suited to infant pupils. The school also refers to the UKCIS Education for a Connected World framework in planning its online safety provision. In addition, pupils have a weekly e-safety lesson using Project Evolve, which provides age-appropriate, progressive online safety teaching resources mapped to the Education for a Connected World framework.

5. How and When PSHE and RSHE Are Taught

PSHE and RSHE are delivered through:

- Weekly PSHE lessons using the Muse programme
- Weekly e-safety lessons using Project Evolve
- Assemblies — including themes of respect, community, spirituality and wellbeing
- Circle time and discussion sessions
- Cross-curricular learning, including in English, Science, RE and Art
- Enrichment activities, visitors and themed events

Lessons are taught in a safe, supportive and respectful environment using age-appropriate teaching strategies. Teachers use the Muse programme's participative and interactive approach, which is well suited to the early years and infant stage.

In keeping with the 2025 DfE guidance, teaching at Speen School:

- Promotes positive attitudes and healthy norms rather than fear-based approaches
- Is carefully sequenced to ensure age and stage appropriateness
- Uses participative, interactive methods to deepen learning and develop skills
- Is responsive to pupil voice and the lived experiences of our school community
- Embeds a whole-school approach, with RSHE themes reflected in school culture and ethos

6. Who Teaches PSHE and RSHE

PSHE and RSHE are primarily taught by class teachers, supported by teaching assistants and overseen by the PSHE/RSHE Subject Leader. Staff are supported with appropriate training to ensure confident, high-quality delivery.

The Muse programme supports teachers with detailed lesson plans, teacher notes and guidance for handling sensitive topics, which is particularly valuable for infant-stage practitioners developing their PSHE subject knowledge.

External Providers

The school may also draw on the expertise of external contributors, including:

- School nursing team
- Health professionals
- Police and fire service
- NSPCC or online safety specialists
- Clergy or church groups

All external providers are carefully vetted, briefed on school policies and safeguarding procedures, and supervised by a member of school staff at all times. The Governing Body is kept informed of the use of external providers as part of curriculum oversight. External providers complement, but do not replace, the class teacher's core role in delivering PSHE and RSHE.

7. Inclusion and Accessibility (Including SEND)

We are committed to ensuring that PSHE and RSHE are accessible and meaningful for all pupils, including those with SEND, EAL and additional emotional or behavioural needs. The 2025 DfE guidance reinforces the expectation that schools carefully consider the needs of pupils with SEND throughout all RSHE provision.

This is achieved through:

- Differentiated tasks and outcomes
- Visual aids and practical, hands-on resources
- Adapted language and vocabulary
- Pre-teaching and reinforcement of key concepts
- Small-group or individual support where appropriate
- Sensitive handling of diverse family structures and backgrounds

The SENCo works closely with class teachers to ensure all pupils can access and benefit from PSHE and RSHE learning. Pupil voice is gathered from all children, including those with additional needs, to ensure provision is responsive and inclusive.

8. Assessment, Monitoring and Evaluation

Assessment within the Muse programme includes:

- Built-in assessment tasks at the end of each unit
- Self and peer reflection activities
- Teacher observation and discussion
- Pupil voice activities

Monitoring and evaluation are undertaken by:

- PSHE/RSHE Subject Leader
- Headteacher and Senior Leadership Team
- Governing Body

This includes lesson observations, work scrutiny, pupil voice, staff feedback and parent feedback. The Governing Body will receive an annual report on the quality and impact of PSHE and RSHE provision.

9. Parental Rights and Withdrawal from Sex Education

Parents have the right to request that their child is withdrawn from any non-statutory sex education delivered at school. At Speen School, as an infant school, all sex education content is delivered only through the statutory science curriculum. No additional sex education is taught.

Parents cannot withdraw their child from:

- Relationships Education (statutory)
- Health Education (statutory)
- Statutory Science curriculum content (including human life cycles)

Should a parent have concerns about any element of PSHE or RSHE, they are warmly encouraged to speak with the class teacher or Headteacher in the first instance. Requests for withdrawal from non-statutory content must be made in writing to the Headteacher. The school will meet with parents to discuss concerns and review curriculum content before any final decision is made.

10. Responding to Sensitive Questions

We believe that children's questions deserve honest, sensitive and age-appropriate responses. Staff are trained and supported through the Muse programme to handle questions with confidence and care.

Where a question falls outside the school's planned curriculum, relates to content not appropriate for infant pupils, or is raised in connection with a topic a child has been withdrawn from, staff will:

- Acknowledge the question respectfully
- Provide a brief, factual and age-appropriate response if appropriate
- Encourage the child to discuss the matter further with their parent or carer

In keeping with the 2025 DfE guidance, staff will avoid fear-based responses and will always seek to respond in a way that supports a child's sense of safety and wellbeing. Any safeguarding concerns arising from a question or disclosure are handled in line with the school's Safeguarding Policy and reported immediately to the Designated Safeguarding Lead.

11. Safeguarding and Confidentiality

PSHE and RSHE play a vital role in the school's safeguarding provision. Clear ground rules are established at the start of each unit to promote a safe and trusting learning environment. Children are regularly taught who they can talk to if they are worried, and are given opportunities to express concerns.

Confidentiality within the classroom is respected; however, any safeguarding concern arising from a lesson — whether through disclosure, written work or behaviour — is handled in line with the school's Safeguarding and Child Protection Policy. All such concerns are reported immediately to the Designated Safeguarding Lead. Staff follow the school's safeguarding procedures in line with statutory guidance, including *Keeping Children Safe in Education*.

Staff are alert to the possibility that PSHE and RSHE lessons may prompt disclosures or raise concerns, particularly around abuse, harmful relationships or online safety. This is considered a strength of the curriculum, not a risk.

12. Working with Parents and Carers

We value the strong partnership between home and school in supporting our pupils' personal, social and health education. The 2025 DfE guidance places a clear expectation on schools to proactively consult and engage with parents in the development of the RSHE curriculum and to be transparent about the materials used.

At Speen School, parents and carers can:

- View curriculum overviews on the school website
- Request to view Muse teaching materials at school (in person, by appointment)
- Attend information meetings about PSHE and RSHE provision
- Discuss any concerns with class teachers or senior leaders at any time
- Contribute to the annual review of this policy through parent consultation

Before this policy was published, a working group of parents was invited to review the draft policy and was given the opportunity to comment on its content and ask questions about it. Feedback from this group was considered by senior leaders and governors as part of finalising the policy.

Due to copyright restrictions, Muse materials cannot be published online or distributed electronically, but parents are warmly welcomed to view them on request during a school visit.

The school's RSHE policy is published on the school website and is available in hard copy on request. Parents will be notified in advance of any significant changes to RSHE provision.

13. Staff Training and Professional Development

We are committed to ensuring that all staff who teach PSHE and RSHE are confident, knowledgeable and well-supported. This is especially important for infant school practitioners who are building expertise in this specialist area.

Staff professional development includes:

- Training in the use of the Muse programme, including its infant-specific resources and teacher notes
- Whole-school CPD on safeguarding, online safety and handling sensitive questions
- Individual support from the PSHE/RSHE Subject Leader

- Access to national guidance, including PSHE Association resources and DfE updates
- Preparation for full implementation of the 2025 DfE statutory guidance by September 2026

In line with the 2025 DfE guidance, the school recognises the importance of teacher agency and equipping practitioners to make professional judgements about how to sequence and deliver content in a way that meets the needs of their specific class community.

14. Policy Development, Approval and Review

This policy was developed through consultation with staff, governors and parents — including a working group of parents who were given the opportunity to comment on and ask questions about the draft policy before publication — and with reference to:

- DfE RSHE Statutory Guidance (updated July 2025; statutory from September 2026)
- Church of England guidance on RSHE in Church schools
- The Muse PSHE programme documentation
- PSHE Association guidance
- Keeping Children Safe in Education (KCSiE) 2025

This policy is approved by the Governing Body and reviewed annually, or sooner if statutory requirements change. Full implementation of the 2025 DfE guidance will be in place no later than September 2026.

15. Linked Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Equality Policy

Signed (Headteacher): _____

Date: _____

Signed (Chair of Governors): _____

Date: _____