



FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

Relationships Education, Health & Wellbeing Education Policy (Incorporating Personal, Social, Health Education)

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Policy Owner: Miss Kiya Snow (PSHE Co-Ordinator)

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ALWAYS ACHIEVING OUR POTENTIAL

Context

Fountains Primary School is a nurturing school, recognised by Nurture UK (2020), which caters for children who have special educational needs ranging from moderate to profound. The school is recognised by UNICEF UK as a Gold Rights Respecting School, demonstrating a sustained commitment to embedding the principles of the United Nations Convention on the Rights of the Child (UNCRC) throughout the school's culture, policies and curriculum. As a Rights Respecting School, we promote dignity, respect, participation, inclusion and pupil voice, enabling children to understand both their rights and their responsibilities and to contribute positively to their school community. The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 are made under Sections 34 and 35 of the Children and Social Work Act 2017. This Act states that children, including those attending a special school, must be taught Relationships Education and Health Education. In teaching RSE, we have regard to guidance issued by the Secretary of State under Section 403 of the Education Act 1996.

In line with updated statutory guidance, PSHE and RSE at Fountains Primary School are delivered in an age-appropriate and developmentally appropriate way. Learning is carefully adapted to support pupils' understanding, communication, emotional wellbeing and personal development, while ensuring that content does not go beyond national expectations for primary-aged pupils. Teaching is rooted in safeguarding, respectful relationships and preparation for everyday life and is delivered through consistent routines, repetition and practical experiences. As a THRIVE-informed school, our approach recognises the importance of secure relationships, emotional wellbeing and readiness to learn in enabling pupils to access and engage successfully with PSHE and RSE learning.

Therefore, pupils at Fountains Primary School are taught a robust PSHE/RSE curriculum that develops the key knowledge, understanding and skills needed for future life. Where appropriate, and with parental permission, some pupils will also be taught non-statutory Sex Education at a level suitable to their developmental stage and cognitive readiness. Alongside the teaching of PSHE/RSE, Fountains Primary School embeds Children's Rights, school values, Personal Learning and Thinking Skills and Fundamental British Values throughout the wider curriculum and daily life of the school community. Children's Rights underpin our approach to PSHE and RSE, helping pupils to understand themselves, their relationships with others and their role within society.

Aims of the PSHE/RSE Policy:

- To promote pupils' understanding of their rights and responsibilities, supporting dignity, respect, voice and a sense of belonging across the school community.(UNCRC Articles 2, 12, 13, 28, 29, 42)
- To deliver PSHE and RSE through a THRIVE-informed, nurturing approach that prioritises emotional wellbeing, secure relationships and readiness to learn.(UNCRC Articles 3, 19, 24, 28, 29)
- To ensure a consistent and coherent PSHE curriculum through the use of the Jigsaw programme, with shared themes and aligned learning outcomes across all curriculum pathways. To ensure that children are taught about healthy respectful relationships, focusing on family and friends in all contexts including online.(UNCRC Articles 5, 13, 17, 19, 28, 29)
- To provide a safe, secure and stimulating learning environment where children feel confident and happy and can access a wide and exciting range of teaching and learning experiences.(UNCRC Articles 19, 28, 29, 31)
- To ensure that school promotes Spiritual, Moral, Social and Cultural awareness alongside mental and physical development for all children. (UNCRC Articles 14, 23, 24, 29, 30)
- To offer a relevant and purposeful PSHE/RSE programme which ensures that children acquire the essential skills needed. (UNCRC Articles 24, 28, 29)

- To ensure that children develop positive attitudes, having an understanding of their own personal responsibility, are encouraged to be independent, learn to become co-operative and contribute to the wider society. (UNCRC Articles 12, 13, 15, 29)
- To provide care and support for each other within a climate which respects and values the contribution of each person and is responsive to the social, personal, spiritual and learning needs of all. (UNCRC Articles 2, 3, 12, 23, 29)
- To promote pupils understanding and to learn about experiences such as change, loss and bereavement can affect emotional wellbeing and that individuals may experience grief in different ways. (UNCRC Articles 2, 3, 12, 23, 29)
- To ensure children are given the tools to support their own health, mental well-being, self-esteem and confidence. (UNCRC Articles 24, 27, 29)
- To help children understand and prepare for the changes in their development, feelings, emotions and behaviour. (UNCRC Articles 24, 29)
- To develop skills in communication, resilience, decision making and assertiveness. (UNCRC Articles 12, 13, 29)
- To promote acceptable and appropriate behaviour both in public and private situations. (UNCRC Articles 29, 40)
- To give children the knowledge and understanding of the situations that may arise and to make children aware of strategies that may reduce the risk of misunderstanding and abuse. (UNCRC Articles 19, 24, 34, 36)
- With parental permission, provide developmentally appropriate learning around Sex Education. (UNCRC Articles 5, 24, 29)
- Provide an enabling and safe environment in which sensitive discussions can take place. (UNCRC Articles 12, 13, 19)
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. (UNCRC Article 24)
- Help pupils develop feelings of self-respect, confidence and empathy. (UNCRC Articles 12, 29)
- Teach pupils the correct vocabulary to describe themselves and their bodies. (UNCRC Articles 13, 17, 24)

Statutory Requirements

PSHE is a non-statutory subject; however, there are elements of the curriculum that schools are legally required to teach. At Fountains Primary School, Relationships Education, Relationships and Sex Education (RSE), and Health Education are delivered in accordance with statutory guidance and are embedded within our wider PSHE curriculum.

We are required to:

- Teach Relationships Education under the Children and Social Work Act 2017, in line with statutory guidance.
- Teach Health Education in accordance with statutory guidance.

In delivering PSHE and RSE, the school ensures that all teaching reflects statutory requirements, including the expectation that learning is age-appropriate, developmentally appropriate and carefully sequenced to meet the needs of pupils. As a special school, content is adapted to support pupils' understanding and communication needs whilst ensuring that teaching does not go beyond national expectations for primary-aged pupils.



Our approach reflects our identity as a UNICEF UK Gold Rights Respecting School and a THRIVE-informed school. Children's Rights, emotional wellbeing, safeguarding, respectful relationships and pupil voice underpin the curriculum and are embedded throughout school life. PSHE and RSE are delivered through the Jigsaw programme, ensuring a consistent, progressive and coherent approach across all curriculum pathways.

Please refer to the Esteem Multi-Academy Trust website regarding our funding agreement and articles of association for further information. At Fountains Primary School, we teach Relationships Education, Health Education and RSE as set out in this policy

Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils and involves learning about relationships, families, health, wellbeing, personal safety, diversity and individual identity. RSE provides pupils with the knowledge, understanding and skills needed to build positive, respectful relationships, recognise healthy and unhealthy behaviours, stay safe and prepare for life in modern Britain.

RSE involves a combination of sharing information, developing knowledge and understanding, and exploring issues, values and attitudes in an age-appropriate and developmentally appropriate way. Teaching is carefully adapted to meet pupils' individual needs, communication abilities and developmental readiness, whilst remaining aligned with national expectations for primary-aged children.

At Fountains Primary School, RSE content does not go beyond national expectations for primary-aged pupils. The school teaches statutory Relationships Education and Health Education content in accordance with current statutory guidance, ensuring that learning is appropriate to pupils' age, stage of development and individual needs.

Our approach to RSE is underpinned by safeguarding, Children's Rights, emotional wellbeing, respect for others and preparation for everyday life. As a UNICEF UK Gold Rights Respecting School, we strengthen our safeguarding approach by teaching pupils about their rights, promoting dignity and respect, and creating meaningful opportunities for pupil voice and participation in school life. RSE is not about the promotion of sexual activity. Gender identity as a concept or theory is not taught as part of the PSHE or RSE curriculum

Content and Delivery

At Fountains Primary School, we have designed and implemented four ambitious curriculum pathways to meet the diverse needs of our pupils. These pathways provide children with the knowledge, skills and understanding needed to achieve their potential, prepare for lifelong learning and develop the confidence and independence required for life beyond school. Each curriculum pathway is underpinned by a clear curriculum vision and is tailored to meet the differing cognitive, communication and developmental needs of our learners.

In line with statutory guidance, PSHE and RSE are delivered in an age-appropriate and developmentally appropriate manner. Learning is carefully adapted to support pupils' understanding, communication, emotional wellbeing and developmental readiness, whilst ensuring that content does not go beyond national expectations for primary-aged pupils. Teaching is rooted in safeguarding, respectful relationships, Children's Rights and preparation for everyday life. If pupils ask questions that fall outside the scope of this policy, staff will respond in a manner that is appropriate to the age, understanding and developmental stage of the pupil. The school teaches statutory content in accordance with current guidance and does not teach gender identity as a concept or theory within the PSHE or RSE curriculum.

Parents and carers may request to view PSHE and RSE resources and materials used within school. The school values transparency and works in partnership with families to support pupils' personal, social and



emotional development.

Children's Rights are an integral part of PSHE and RSE at Fountains Primary School and are embedded across the wider curriculum and school ethos. As a UNICEF UK Gold Rights Respecting School, we promote dignity, respect, participation, inclusion and pupil voice (Articles 2, 12 and 13). Pupils are exposed to learning about, through and for their rights on a daily basis, enabling them to understand their rights, responsibilities and role within their community (Article 42). Opportunities for pupil voice and participation are promoted throughout school life, supporting pupils to contribute meaningfully to decisions that affect them (Article 12). Fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, are also explicitly taught and reinforced through PSHE, RSE, assemblies and wider curriculum experiences, helping pupils to prepare for life in modern Britain (Articles 14, 29 and 30). Additionally, as a THRIVE-informed school, PSHE and RSE are delivered through a nurturing, relational approach that recognises the importance of emotional wellbeing, secure relationships and readiness to learn (Articles 3, 19, 24 and 29).

RSE is primarily taught through the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of human development are taught through the Science curriculum, whilst other related aspects may be explored through Religious Education (RE) and wider curriculum opportunities. Where appropriate, pupils also participate in assemblies and whole-school learning experiences that reinforce key themes such as keeping safe, wellbeing, healthy relationships and personal responsibility.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

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

Where appropriate, and with parental permission, some pupils may access non-statutory Sex Education. Any content delivered is carefully considered to ensure it is appropriate to the developmental stage, understanding and needs of individual pupils.

Learning is taught within the context of family life and reflects the diverse experiences of children and families within modern society. Teaching promotes respect and inclusion and seeks to ensure that no child experiences stigma or discrimination based on their family circumstances, background or personal experiences. The school is also mindful of its legal duties and responsibilities and does not condone, encourage or promote illegal activity, extremism, hatred or discrimination.

The curriculum includes age-appropriate learning about personal safety, including road safety, fire safety, water safety, rail safety, recognising hazards and reducing risk in everyday situations

PSHE Delivery Through Jigsaw

Children accessing the Functional Curriculum receive discrete weekly PSHE lessons through dedicated timetabled sessions, alongside assemblies and wider curriculum links. Pupils follow a long-term PSHE curriculum based on the Jigsaw programme of study, which provides a structured and progressive framework for delivering statutory Relationships Education, Health Education and wider PSHE learning such as Fundamental British values (FBV) and Children's Rights.

Children's Rights are taught explicitly at the beginning of Functional PSHE lessons, in line with Jigsaw guidance, to establish shared values, emotional safety, respectful relationships and opportunities for pupil voice before new learning is introduced.

The Jigsaw programme supports the delivery of statutory Relationships Education and Health Education while making a significant contribution to safeguarding, equality duties, online safety, Fundamental British Values and SMSC development. The programme is adapted to meet the diverse learning needs of pupils whilst maintaining clear curriculum progression and coherence.

Online safety is taught explicitly within computing lessons with dedicated time given at the start of each lesson for adapted teaching around concepts, as well as, wider safeguarding provision which is in place to support pupils to develop the knowledge and skills needed to stay safe, healthy and responsible online. Pupils are taught about privacy, consent, managing personal information online and the importance of protecting personal data.

Pupils are taught about online financial harms, including scams, fraud, gaming-related purchases, age restrictions and appropriate online decision-making.

Pupils following the Early Years Foundation Stage, Autism Progress and Engagement curriculum pathways access PSHE and RSE learning through developmentally appropriate experiences aligned to their individual needs. These pathways follow Jigsaw themes, learning intentions and outcomes where appropriate, adapted through pathway-specific or developmentally appropriate approaches and the school's SEND progression documents.

All curriculum pathways have clearly defined long-term curriculum endpoints aligned to Jigsaw learning outcomes, ensuring consistency, progression and coherence across the school. Through this approach, PSHE and RSE at Fountains Primary School reflect our commitment to Children's Rights, emotional wellbeing and inclusive curriculum design whilst maintaining clear alignment with statutory guidance and the Jigsaw framework.

By embedding Children's Rights within Functional PSHE lessons and everyday life in school for all pupils alongside aligning all curriculum pathways to Jigsaw themes and learning outcomes, we ensure that PSHE and RSE learning is emotionally safe, meaningful, consistent and progressive for all pupils.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes age appropriate drugs and alcohol education in KS1, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise



Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

The objective of RSE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Children who are in year 6, where appropriate, are taught a discrete RSE lesson in the

Inclusivity

We will teach these topics in a manner that:

- Considers how a diverse range of pupils will relate to and engage with the learning. (Articles 2, 23, 29)
- Is sensitive to all pupils' experiences, backgrounds and individual circumstances. (Articles 2, 3, 30)
- Promotes dignity, respect, inclusion and equality. (Articles 2, 12, 29)
- Supports pupils to understand and respect the rights of others. (Articles 12, 29, 42)
- Ensures pupils feel safe, valued and supported during lessons. (Articles 3, 19, 28)
- Enables all pupils to engage meaningfully with the key messages and intended learning outcomes. (Articles 12, 13, 28, 29)
- Recognises pupils' varying levels of communication, understanding and developmental readiness. (Articles 12, 13, 23)
- Provides opportunities for pupil voice, participation and discussion appropriate to individual needs. (Articles 12, 13, 15)

We will also:

- Ensure that pupils learn about these topics in an environment that is appropriate for their age, developmental stage and individual needs, for example through whole-class teaching, small-group work, targeted interventions where appropriate, 1-to-1 discussions and digital formats. (Articles 3, 23, 28, 29)
- Deliver learning through a nurturing and relational approach in line with our THRIVE-informed practice. (Articles 3, 19, 24, 29)
- Make careful and appropriate adaptations to support individual pupils whilst maintaining alignment with national expectations for primary-aged children. (Articles 2, 23, 28, 29)
- Ensure that teaching remains age-appropriate, developmentally appropriate and accessible to all learners. (Articles 2, 3, 23, 29)
- Promote Children's Rights, emotional wellbeing, safeguarding, respectful relationships and Fundamental British Values throughout learning. (Articles 2, 3, 12, 19, 24, 29, 42)
- Give careful consideration to the level of differentiation, communication support and scaffolding required for pupils to successfully access the curriculum. (Articles 2, 23, 28, 29)

Articles referenced: Article 2 (Non-discrimination), Article 3 (Best Interests), Article 12 (Respect for Views of the Child), Article 13 (Freedom of Expression), Article 15 (Freedom of Association), Article 19 (Protection from Harm), Article 23 (Children with Disabilities), Article 24 (Health), Article 28 (Education), Article 29 (Aims of Education), Article 30 (Minority Culture, Religion and Language) and Article 42 (Knowledge of Rights).

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in statutory Relationships, Sex and Health Education guidance.

- Support pupils in applying their knowledge and understanding in different contexts and settings.
- Are age-appropriate, developmentally appropriate and suitable for the needs of our pupils.
- Do not exceed national expectations for primary-aged children.
- Support safeguarding and promote safe, healthy and respectful relationships.
- Reflect the values and ethos of Fountains Primary School, including our commitment to Children's Rights, inclusion and emotional wellbeing.
- Are evidence-based and contain accurate, robust and up-to-date information.
- Fit within our planned curriculum sequence and intended learning outcomes.
- Are from credible and reputable sources.
- Are compatible with effective teaching and learning approaches.
- Support the delivery of the Jigsaw programme and wider PSHE curriculum where appropriate.
- Are sensitive to pupils' experiences and will not cause unnecessary distress or anxiety.
- Promote equality, respect and understanding of diversity in an age-appropriate manner.
- Have been reviewed by school leaders to ensure they are appropriate for pupils' developmental stage and comply with statutory requirements.

Use of external organisations and materials

At Fountains Primary School, healthcare professionals, including NHS school nurses based within the school, may contribute to the delivery of aspects of the PSHE and RSE curriculum alongside the class teacher where appropriate. Any external contribution within learning will enhance, rather than replace, the planned curriculum and will be delivered in accordance with this policy. All materials and resources used will be developmentally appropriate and consistent with the school's legal duties, including those relating to political impartiality.

The school remains responsible for all teaching delivered to pupils, including content provided by external organisations and visitors. This includes ensuring that all speakers, resources and materials support the school's safeguarding responsibilities and do not undermine Fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. External organisations must also respect the ethos of the school as a UNICEF UK Gold Rights Respecting School and support the promotion of children's rights, dignity, inclusion and pupil wellbeing.

The school will undertake appropriate checks before engaging with any external organisation to ensure that teaching is balanced, evidence-based, age-appropriate and suitable for pupils' developmental stage and individual needs. External organisations and visitors must comply with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996.

The school will:

- Work only with external organisations in which it has full confidence regarding their expertise, approach and resources.
- Ensure that all contributions support the intended curriculum outcomes and educational aims of the school.
- Review resources, case studies and teaching materials in advance of delivery.
- Seek evidence of quality assurance and, where appropriate, feedback from other schools and organisations.
- Be clear about the content to be delivered and the position taken on any issues to be discussed.

- Ensure that all materials are age-appropriate, developmentally appropriate and consistent with statutory guidance and national expectations for primary-aged pupils.
- Ensure that named visitors are known to the school and follow all safeguarding and visitor procedures.
- Address any concerns identified through online research or feedback from parents, carers or staff.
- Ensure compliance with data protection requirements, including the use of photographs, recordings and personal information.
- Ensure that a member of school staff is present throughout all sessions delivered by external visitors.
- Reserve the right to stop or amend any session if it is considered inappropriate or inconsistent with the school's curriculum, policies or safeguarding responsibilities.

Partnership with Parents

At Fountains Primary School, we recognise that parents and carers are the primary educators of their children and play a vital role in supporting their personal, social and emotional development. We are committed to working in partnership with parents and carers to ensure that PSHE and RSE are delivered in a sensitive and developmentally appropriate way. Relationships between home and school are built on mutual respect, openness and collaboration, enabling us to work together in the best interests of every child.

Parents and carers may request that their child be withdrawn from the non-statutory elements of Sex Education. Requests for withdrawal should be made in writing using the form included in Appendix A of this policy and addressed to the Executive Headteacher/ Head of School. Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or the content taught as part of the National Curriculum Science curriculum. Requests will be considered in accordance with statutory guidance and the school's withdrawal procedures.

The school is committed to openness and transparency in relation to PSHE and RSE. Parents and carers may request to view curriculum materials and resources used to support teaching and learning. The school welcomes discussion with parents and carers and will provide opportunities to discuss curriculum content, answer questions and address any concerns, ensuring that parents and carers are well informed about what is being taught and why.

As a UNICEF UK Gold Rights Respecting School, we value positive relationships between home and school and recognise the importance of listening to and respecting the views of pupils, parents and carers. Through our commitment to the United Nations Convention on the Rights of the Child (UNCRC), we support pupils to understand their rights and responsibilities while promoting dignity, respect, inclusion and pupil voice throughout school life.

As a THRIVE-informed school, we recognise the importance of secure relationships, emotional wellbeing and effective communication in supporting children's learning and development. We understand that some parents and carers may have concerns regarding aspects of Relationships and Sex Education. By working collaboratively and respecting cultural, religious and individual perspectives, we aim to build confidence in the curriculum and support all pupils to access learning that promotes their safety, wellbeing and preparation for life.



Relationships and Sex Education provides a continuum of knowledge, understanding, skills, attitudes and values. Learning may be delivered through PSHE, Science and other relevant curriculum areas, according to pupils' age, developmental stage, communication needs and individual circumstances. RSE supports pupils' physical, emotional, social and moral development. It promotes understanding of healthy and respectful relationships, family life, personal safety, emotional wellbeing, respect for others and preparation for life in modern Britain. It helps pupils to develop the knowledge, skills and confidence needed to navigate relationships and life experiences safely and responsibly. RSE is not about the promotion of sexual activity.

RSE has three main elements:

Attitudes and Values:

- Developing respect, empathy, responsibility and understanding of rights and responsibilities.
- Promoting dignity, equality, inclusion and respect for others.
- Encouraging positive attitudes towards healthy relationships and personal wellbeing.

Personal and Social Skills and Emotional Literacy:

- Developing communication, resilience and emotional regulation skills.
- Supporting decision-making, problem-solving and relationship-building skills.
- Promoting self-awareness, self-advocacy and the ability to seek help when needed.

Knowledge and Understanding:

- Providing accurate, age-appropriate and developmentally appropriate information.
- Developing understanding of relationships, health, wellbeing and personal safety.
- Equipping pupils with the knowledge needed to stay safe and make informed choices as they grow and develop.
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By working in partnership with parents and carers, Fountains Primary School seeks to ensure that all pupils are supported to develop healthy relationships, emotional wellbeing, personal safety and a strong understanding of their rights and responsibilities within a safe, nurturing and inclusive environment.

Roles and responsibilities

The governing board

The Governing Board is responsible for approving the PSHE/RSE Policy and holding the Executive Headteacher to account for its implementation. Governors will ensure that the policy complies with statutory guidance and reflects the school's ethos as a UNICEF UK Gold Rights Respecting School and THRIVE-informed school.

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that PSHE and RSE are taught consistently across the school and in accordance with statutory guidance. They are also responsible for:

- Ensuring appropriate curriculum provision for all pupils.
- Ensuring that teaching remains age-appropriate and developmentally appropriate.
- Managing requests to withdraw pupils from the non-statutory elements of Sex Education.
- Monitoring the quality and effectiveness of PSHE and RSE provision across the school.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive, inclusive and developmentally appropriate manner. (Articles 2, 3, 23, 29)
- Modelling positive attitudes, respectful relationships and the values promoted within the curriculum. (Articles 2, 29, 30)
- Creating safe, supportive and nurturing learning environments. (Articles 3, 19, 28)
- Promoting Children's Rights, pupil voice and participation through teaching and wider school life. (Articles 12, 13, 15, 42)
- Supporting pupils' emotional wellbeing in line with the school's THRIVE-informed approach. (Articles 3, 19, 24, 29)
- Monitoring pupils' progress and engagement. (Articles 3, 28, 29)
- Responding appropriately to the needs of individual pupils. (Articles 2, 3, 23)
- Responding appropriately to pupils whose parents or carers have requested withdrawal from the non-statutory elements of Sex Education. (Articles 5, 12)
- Following safeguarding procedures where concerns arise through discussions or disclosures. (Articles 3, 19, 34, 36)

Mentioned UNCRC Articles: Article 2 (Non-discrimination), Article 3 (Best Interests of the Child), Article 5 (Parental Guidance), Article 12 (Respect for the Views of the Child), Article 13 (Freedom of Expression), Article 15 (Freedom of Association), Article 19 (Protection from Harm), Article 23 (Children with Disabilities), Article 24 (Health), Article 28 (Education), Article 29 (Aims of Education), Article 30 (Culture, Religion and Language), Article 34 (Protection from Sexual Abuse), Article 36 (Protection from Exploitation) and Article 42 (Knowledge of Rights).

Staff do not have the right to opt out of teaching statutory Relationships Education, Health Education or PSHE/RSE. Staff who have concerns about teaching any aspect of the curriculum are encouraged to discuss these with the Executive Headteacher. PSHE and RSE may be delivered by class teachers, members of the

leadership team or appropriately trained professionals working alongside school staff.

Pupils

Pupils are expected to engage in PSHE and RSE and, when discussing related issues, treat others with respect, dignity and sensitivity. As a Rights Respecting School, pupils are encouraged to express their views, listen to the views of others and participate in learning in a way that demonstrates respect for the rights and responsibilities of everyone within the school community.

Parents' Rights to Withdraw

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or the content taught as part of the National Curriculum Science curriculum. Parents and carers may request that their child be withdrawn from the non-statutory elements of Sex Education delivered as part of the school's RSE curriculum.

Requests for withdrawal should be made in writing using the form included in Appendix A of this policy and addressed to the Executive Headteacher. The school will discuss the request with parents or carers and consider it in accordance with statutory guidance and the school's procedures. Where a pupil is withdrawn from the non-statutory elements of Sex Education, appropriate and purposeful alternative learning will be provided for the duration of the lesson. The school values open and transparent communication with parents and carers and encourages discussion about any aspect of the PSHE and RSE curriculum. Parents and carers may request to view curriculum materials and resources used to support teaching and learning.

As a UNICEF UK Gold Rights Respecting School, Fountains Primary School is committed to working in partnership with parents and carers while ensuring that pupils are provided with the knowledge, understanding and skills needed to support their health, wellbeing, safety and future development. Through our THRIVE-informed approach, we aim to ensure that all pupils feel supported, respected and prepared for the next stages of their lives.

Staff Training

Staff will be appropriately supported and trained to deliver PSHE and RSE effectively, confidently and in accordance with statutory guidance. Professional development opportunities, curriculum guidance, team teaching and peer support will be used to ensure that staff have the knowledge, skills and confidence required to deliver high-quality teaching that is age-appropriate, developmentally appropriate and responsive to the needs of all pupils.

As a THRIVE-informed school and a UNICEF UK Gold Rights Respecting School, staff are supported to deliver PSHE and RSE through a nurturing, inclusive and relationship-based approach that promotes emotional wellbeing, pupil voice, dignity and respect. Staff are expected to create safe learning environments in which pupils feel valued, supported and able to participate appropriately in discussions and learning activities.

All staff receive guidance on confidentiality, safeguarding, handling sensitive or potentially controversial issues and responding appropriately to pupils' questions. Staff are aware that teaching PSHE and RSE may lead to disclosures which indicate that a pupil is at risk of harm or abuse. In such circumstances, staff must follow the school's safeguarding and child protection procedures and report concerns to the Designated Safeguarding Lead (DSL) or appropriate safeguarding lead without delay.

All professionals working within the school, including external visitors and specialist providers, are expected to follow their own professional codes of conduct alongside the school's safeguarding procedures, policies and expectations. Staff must deliver PSHE and RSE in an objective, balanced



and professional manner. Personal beliefs, opinions and attitudes must not influence teaching. Lessons should be delivered in line with statutory guidance, school policies and agreed curriculum content, ensuring that all pupils receive consistent learning experiences across the school.

The Executive Headteacher and senior leaders will ensure that staff receive appropriate training and updates relating to statutory requirements, safeguarding responsibilities, Children's Rights, THRIVE-informed practice, the Jigsaw programme and emerging issues relevant to PSHE and RSE. Where appropriate, external professionals, including NHS school nurses and other specialist practitioners, may provide support, advice and professional development for staff involved in the delivery of PSHE and RSE.

Through ongoing training and support, the school aims to ensure that all staff are confident in delivering a PSHE and RSE curriculum that promotes safeguarding, emotional wellbeing, respectful relationships and positive outcomes for all pupils.

Review and implementation

This policy has been developed through consultation with key stakeholders, including school staff, pupils, Governors, parents and carers, and relevant health professionals. The development and review of the policy reflects the school's commitment to partnership working, pupil voice and the promotion of Children's Rights as a UNICEF UK Gold Rights Respecting School.

The policy will be monitored and evaluated by the PSHE Lead, Senior Leadership Team and Governing Board to ensure that it remains compliant with statutory guidance and continues to reflect the needs of our pupils and school community. Particular consideration will be given to safeguarding, age-appropriate and developmentally appropriate practice, Children's Rights, emotional wellbeing and the effectiveness of curriculum provision.

This policy will be reviewed annually and updated as required in response to changes in legislation, statutory guidance, local need or school improvement priorities. The policy should be read alongside other relevant school policies, including the Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy, Equality Policy, Keeping Healthy Policy and First Aid Policy.

Monitoring Arrangements

The quality of PSHE and RSE provision is monitored by the Assistant Headteacher for Quality of Education and the PSHE Lead as part of the school's ongoing quality assurance processes.

Monitoring activities may include:

- Lesson observations and learning walks
- Work scrutinies and curriculum reviews
- Pupil voice activities and feedback
- Staff consultation and evaluation
- Curriculum monitoring and assessment reviews.
- Reviews of safeguarding, wellbeing and pastoral outcomes.

Pupils' progress and engagement in PSHE and RSE are monitored by class teachers through the school's assessment systems and curriculum pathway assessment frameworks. Progress is evaluated in line with pupils' individual learning needs, developmental stage and curriculum pathway. Monitoring will also consider the impact of PSHE and RSE on pupils' personal development, wellbeing, safeguarding awareness and understanding of healthy relationships.

As a UNICEF UK Gold Rights Respecting School and THRIVE-informed school, monitoring will also consider the extent to which Children's Rights, pupil voice, emotional wellbeing, inclusion and respectful relationships are embedded within teaching and learning.



This policy will be reviewed annually by the PSHE Lead and Senior Leadership Team and submitted to the Governing Board for approval at each review cycle. Governors will seek assurance that curriculum resources, external contributors and curriculum content comply with statutory guidance and safeguarding requirements. Through regular monitoring and review, the school aims to ensure that PSHE and RSE provision remains effective, inclusive, developmentally appropriate and aligned with statutory requirements.

Page 10 of 10

Parent form: withdrawal from sex education within RSE at Fountains Primary School.

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	Include notes from discussions with parents/carers and agreed action taken.