

Belle Vue Primary School Personal, Social, Health and Economic Educations (PSHE) /Relationships and Sex Education (RSE) Policy	
Date written:	May 2026
Date of parent consultation:	8th July 2026
Date approved by Governors:	February 2026
Implementation date:	September 2026
Review date:	July 2027

Introduction

At Belle Vue Primary School, we believe that Relationships and Sex Education (RSE) is an essential part of our pupils' education and wellbeing. RSE enables children to develop the knowledge, skills and values they need to form positive, respectful relationships, keep themselves safe, and understand the changes they experience as they grow.

This policy outlines for all stakeholders, the key elements of Relationships and Sex Education (RSE) delivery across Belle Vue Primary School. All schools must have an up-to-date RSE policy which is made available for different stakeholders. The policy will:

- Define relationships and sex education
- Describe how relationships and sex education is provided and who is responsible for providing it
- Explain how relationship and sex education is monitored and evaluated
- Include information about parents' rights to withdrawal
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).
- Set out how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn.
- Be reviewed annually

Policy development and review

The development of this policy has involved consultation with key stakeholders to ensure that it reflects the needs of the school community. This has included:

- Senior leadership and teaching staff
- The governing body
- Parents and carers
- Pupils (in an age-appropriate way)

Through this consultation process, we have ensured that the policy is transparent, relevant and responsive to the needs of our pupils while remaining compliant with statutory expectations.

The governing body has formally approved this policy and will hold the school to account for its implementation. The headteacher and designated subject leader are responsible for ensuring that RSE is delivered effectively and in accordance with this policy.

This policy will be reviewed on a regular basis to ensure it remains up to date with statutory guidance, local context and the evolving needs of pupils. As a minimum, the policy will be reviewed annually, or sooner if there are significant changes to legislation or guidance.

Any review of the policy will involve appropriate consultation with stakeholders, particularly parents and carers, to ensure continued transparency and engagement. Updated versions of the policy will be shared with the school community and made readily available on the school website.

Our school's approach to Relationships and Sex education links to PSHE, Science, R.E and Equal Opportunity Policies.

Statutory and legal requirements

This policy complies with the statutory requirements set out by the Department for Education in Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated 2025), which is mandatory for all primary schools from September 2026. Under this guidance, Relationships Education and Health Education must be taught in all primary schools.

The policy also reflects relevant legislation and guidance, including the Children and Social Work Act 2017, which made Relationships Education compulsory in primary schools, and Keeping Children Safe in Education, ensuring that safeguarding is central to all teaching and learning.

In addition, this policy is informed by the Equality Act 2010, ensuring that RSE is delivered in a way that is inclusive and accessible to all pupils, and the Education Act 2002, which places a duty on schools to promote the wellbeing of pupils.

The school will ensure that RSE is delivered in line with these statutory requirements and that parents are informed about the content of the curriculum in accordance with legal expectations.

Definitions and aims of relationships and sex education (RSE)

At Belle Vue Primary School, Relationships and Sex Education (RSE) is defined as the lifelong learning about relationships, emotional wellbeing, physical development and keeping safe. It equips pupils with the knowledge, skills and values they need to form positive, respectful relationships and make informed, responsible decisions. It is the inclusive teaching of sex, sexuality and sexual health while dispelling prejudices. It should also help children understand the difference between safe and abusive relationships.

The aim of our RSE provision is to support pupils to develop confidence, resilience and self-awareness, enabling them to understand their own emotions and respect others. Through RSE, we help pupils to build healthy relationships, recognise and manage risk, and know how to seek help and support when needed.

RSE is an important part of our curriculum as it contributes to pupils' personal development, wellbeing and safeguarding. It supports our school's values by promoting respect, inclusion, responsibility and kindness, and prepares pupils for life in a diverse and changing society.

We deliver RSE because it plays a vital role in helping children stay safe, develop positive attitudes and behaviours, and grow into healthy, respectful members of our diverse society.

Through the integration of myHappymind and myHappymind Plus, Belle Vue Primary School aims to:

- Develop pupils' self-awareness, emotional literacy and social skills through practical strategies, character-led learning and reflective activities.
- Equip pupils with tools to support emotional regulation and wellbeing, using myHappymind Habits to develop resilience and confidence.
- Support neurodiverse pupils and those with SEMH needs by providing accessible learning that makes concepts concrete and relatable.
- Encourage empathy, kindness, respect and inclusion, reflecting both the school's ethos and the myHappymind approach.

- Foster a growth mindset and understanding of Neuroplasticity, helping pupils recognise that challenges are opportunities for learning and development.
- Embed learning into everyday school life, enabling pupils to apply emotional literacy, self-regulation and resilience strategies across lessons, social contexts, and home-school settings.
- Promote fundamental British Values through myHappymind Plus, helping pupils develop respect for themselves and others, understand different perspectives, and practise tolerance and empathy in daily school life.
- Ensure high-quality, evidence-informed teaching, providing pupils with engaging, inclusive and practical learning experiences that meet statutory PSHE guidance and support long-term personal development.

Curriculum content, organisation and delivery

By using myHappymind and myHappymind Plus, schools remain compliant with statutory guidance for Relationships Education, while also covering non-statutory PSHE objectives, providing a well-rounded, high-quality curriculum (See Appendix 1). At Belle Vue Primary School, staff deliver lessons in an age-appropriate, developmentally suitable and inclusive way, ensuring pupils of all abilities can access learning. Lessons are high-quality, engaging, and evidence-informed, helping pupils understand and apply concepts both in school and at home. Strategies and activities are practical and transferable, and the programme is delivered via an innovative learning platform that combines interactive lessons with the use of journals for reflection and recording. Pupils use journals and worksheets to explore their learning, reflect on progress, and practise emotional regulation strategies.

Staff are trained to support pupils effectively, including SEND, neurodiverse and SEMH pupils, and to embed safeguarding principles throughout teaching.

myHappymind and myHappymind Plus delivery incorporates statutory Relationships Education and Health Education, enriched by the myHappymind programme, which includes:

- myHappymind - Core programme
- myHappymind Plus - Complete PSHE coverage including health, wellbeing, relationships and life skills
- British Values - Promoted through assemblies, classroom activities and interactive sessions

myHappymind Plus structures its spiral curriculum into four core content pillars, ensuring full alignment with the **PSHE Association Programmes of Study**:

- **myHappymind:** Based on neuroscience and psychology to build positive mental health, emotional awareness, growth mindset, and resilience.
- **myHappybody:** Covers **Health & Wellbeing** objectives, focusing on physical and mental health.
- **myHappyrelationships:** Covers **Relationships** objectives, teaching the fundamentals of healthy friendships, communication, and boundaries.
- **myHappybody:** Explores **Living in the Wider World**, focusing on communities, digital resilience, and economics.

myHappymind Plus provides schools with additional resources to support British Values:

- Whole-School Assemblies: one for each British Value, complete with assembly plans to guide delivery and ensure clear messaging
- Classroom Activities: a whole-school guide to follow-up activities that each class can complete in their own classroom

- Interactive Sessions: designed to complement classroom activities, engaging pupils in discussion, reflection and practical application of each British Value

School nurses deliver age-appropriate sessions on puberty and menstruation to pupils in Years 4, 5 and 6. In Year 6, this provision also includes additional teaching about human reproduction and conception.

Belle Vue's defined statements:

The following statements provide agreed responses to common questions that may arise during PSHE and RSE lessons. They are intended to ensure that information is delivered consistently, accurately, and in an age-appropriate manner.

What is masturbation?

Masturbation is when a person touches their own body, including their genitals, for pleasure. It is a normal part of human development and something some people choose to do.

What is sex?

Sexual intercourse is when a penis enters a vagina. This can result in pregnancy if a sperm fertilises an egg. In the UK, sexual activity is only legal when all people involved give consent and are aged 16 or over.

How is a human reproduced?

Human reproduction begins when a sperm cell fertilises an egg cell. The fertilised egg then develops into an embryo and grows into a baby during pregnancy.

How are twins produced?

Twins can develop in two ways:

- *Identical twins* occur when one fertilised egg splits into two embryos.
- *Non-identical (fraternal) twins* occur when two separate eggs are fertilised by two separate sperm cells at the same time.

Example Questions from Pupils

During PSHE and Relationships Education lessons, pupils may ask questions that reflect their curiosity, personal experiences or developing understanding of relationships, puberty and reproduction. The examples below are representative of questions that may arise and illustrate how staff can provide clear, factual and age-appropriate responses while maintaining consistency across the school.

"We could have babies in a couple of years, couldn't we?" (Child in Year 5, aged 10)

People can become physically capable of having a baby before adulthood. However, the law states that sexual activity requires consent and that all people involved must be at least 16 years old. Raising a child also involves significant responsibilities that most young people are not yet ready for.

"You don't have to be adults to have babies; my mum was 16 when she had my sister."

It is true that some people have children at a young age. However, becoming a parent involves many responsibilities and challenges. There can be health risks for girls whose bodies are not fully developed and their babies. There are a lot of social, mental, emotional and economic issues that surround pregnancy and bringing up a baby, which adolescents are often not ready for.

"You can have sex without getting pregnant, can't you?" (Child in Year 5, aged 10)

Pregnancy does not happen every time someone has sex, but there is always a possibility of pregnancy occurring unless effective contraception is used. This is why learning about relationships, sexual health and contraception is important as young people get older.

Inclusion and Equality

Our Relationships and Sex Education (RSE) provision is designed to be inclusive, respectful and responsive to the diverse needs, backgrounds and beliefs of all pupils and families within our school community. We recognise and respect that pupils come from a wide range of cultural, religious and family backgrounds. RSE is delivered in a sensitive and balanced way that acknowledges different views and beliefs while ensuring that all teaching remains factual, age-appropriate and in line with statutory guidance. We promote an environment where pupils feel safe to explore ideas, ask questions and develop their understanding without fear of judgement.

We are committed to ensuring that all pupils can access RSE, regardless of their ability, background or additional needs. Teaching is carefully planned and adapted to meet the needs of all learners, including those with special educational needs and disabilities (SEND). This may include the use of differentiated resources, visual supports, pre-teaching of key vocabulary, smaller group work, and additional adult support where appropriate.

Content is made accessible through a range of teaching strategies, including clear and simple language, repetition, structured learning, and opportunities for pupils to revisit and consolidate key concepts. We work closely with SEND staff to ensure that provision is appropriate and inclusive for all pupils.

Inclusion is at the heart of our whole-school ethos, and RSE plays a key role in promoting this. Through RSE, pupils develop an understanding of respect, empathy and equality, helping them to value differences and build positive relationships. This contributes to a safe, inclusive school environment where every child feels valued and supported.

Safeguarding and confidentiality

Safeguarding is central to the delivery of RSE. All teaching is conducted in line with the school's safeguarding procedures. If a safeguarding concern arises during or following an RSE lesson, staff will follow the school's child protection policy, recording and reporting concerns to the Designated Safeguarding Lead (DSL) in accordance with Keeping Children Safe in Education. Staff do not promise confidentiality and are clear that information will be shared if a pupil is at risk of harm.

This policy should be read in conjunction with other key school policies, including the Child Protection and Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy and Online Safety Policy.

Pupils are reminded that they can speak to a trusted adult at any time if they have concerns or questions. This may include their class teacher, the Designated Safeguarding Lead, or another member of staff they feel comfortable with. We ensure pupils know how and where to seek support both within and beyond the classroom.

Working with parents/carers and parents' right to withdraw

We recognise that parents and carers are the primary educators of their children and place great importance on working in partnership with them in the delivery of RSE. We ensure transparency by providing clear information about our RSE curriculum through the school website, policy documents and regular communication such as newsletters or parent meetings.

Parents are informed about what is taught, when it is taught, and how it is delivered. Opportunities are provided for parents to view curriculum content and resources, either through information sessions or upon request. We actively seek parental views through consultation processes when developing or reviewing this policy and keep parents informed of any updates.

Parents are able to contact the school if they require further information or support regarding their child's learning. Support may be accessed through the class teacher, PSHE/RSE lead or SLT.

In line with statutory guidance, parents have the right to request that their child be withdrawn from the non-statutory elements of Sex Education (beyond the National Curriculum for science). Requests for withdrawal must be made in writing to the headteacher and will be discussed with parents to ensure they are fully informed. The school will respect these requests and provide appropriate alternative provision for pupils who are withdrawn.

Parents **do not** have the right to withdraw their child from Relationships Education or Health Education, as these are statutory in primary schools.

Parents therefore cannot withdraw their child from:

• Relationships Education

• Health Education

• Puberty teaching

• Science curriculum content

All staff are aware of the RSE curriculum content and understand the legal position regarding the right to withdraw. Clear processes are in place to ensure consistency and compliance.

Parents can request to view teaching materials at any time by contacting the school, and we are committed to maintaining an open and supportive dialogue to ensure confidence in our RSE provision.

Roles and responsibilities

The governing body is responsible for ensuring that the school meets its statutory obligations and that this policy is implemented effectively. The headteacher has overall responsibility for the provision of RSE, ensuring it is delivered in line with statutory guidance and school policy.

The PSHE/RSE subject lead is responsible for the organisation, monitoring and evaluation of the RSE curriculum, as well as supporting and guiding staff. All teaching staff are responsible for planning and delivering RSE in a safe, inclusive and sensitive manner, following the agreed curriculum and safeguarding procedures.

Pupils are expected to engage positively in lessons, follow agreed ground rules and show respect for the views of others. Parents and carers are encouraged to support the school's approach to RSE and work in partnership with us to reinforce learning at home.

We expect all members of the school community to promote positive attitudes towards RSE, recognising its importance in supporting pupils' wellbeing, relationships and safety. Active participation, respect and open communication are key to the successful delivery of RSE.

Training and staff development

We are committed to ensuring that all staff are confident and well-equipped to deliver high-quality RSE. Staff are supported through a programme of ongoing professional development, including whole-school training, updates on statutory guidance and access to high-quality resources.

Training needs are identified through monitoring activities such as staff feedback, pupil voice and curriculum review. Priority areas for development are addressed through targeted training and support. The impact of training is evaluated through ongoing monitoring, including the quality of teaching and learning and pupil outcomes.

Monitoring and evaluation of RSE

A variety of informal assessment and evaluation activities have been built into the programme to monitor its effectiveness. Teachers will evaluate feedback from the children. The PSHE lead will monitor evidence gathered from lessons, including assessment, and through pupil voice. The lead will also complete lesson observations throughout the academic year. This information will then inform further planning, delivery, training opportunities and policies.

APPENDICES

Appendix 1- myHappymind and myHappymind Plus Modules

Strand	Module/ Content Pillars	Description/ Core Content
myHappymind	Meet Your Brain	Helping children to understand how their brains work and teaching strategies for regulation such as Happy Breathing.
	Celebrate	Building children's self-esteem through recognising and celebrating their Character Strengths.
	Appreciate	Developing an Attitude of Gratitude! Teaching children the importance of thinking about what we are grateful for and sharing this with others.
	Relate	Introducing relationship-building skills such as Active Listening to ensure children have the foundations to form friendships, be heard and understand others.
	Engage	Introducing the power of Goal Setting to children so that they aspire, dream and learn to persevere.
myHappymind Plus	myHappybody	**Health & Wellbeing:** Healthy Lifestyles (Physical Wellbeing), Mental Health, Ourselves, Growing and Changing, Keeping Safe and Drugs, Alcohol & Tobacco
	myHappyworld	**Living in the Wider World:** Shared Responsibilities, Communities, Media Literacy and Digital Resilience, Economic Wellbeing: Money, Economic Wellbeing: Aspirations, Work & Career
	myHappyrelationships	**Relationships:** Families and Close Positive Relationships, Friendships, Managing Hurtful Behaviour and Bullying, Safe Relationships, Respecting Self and Others
British Values	Democracy	Promoting a democratic process.
	Rule of Law	Teaching the importance of laws and rules, their purpose in protecting society, and the consequences of breaking them.
	Individual Liberty	Ensuring children understand their rights and freedoms, while also learning to exercise them responsibly within a safe environment.
	Mutual Respect	Teaching children to respect the protected characteristics of others and to treat everyone with respect.
	Tolerance of Different Faiths and Beliefs	Encouraging an understanding and appreciation of different cultures, faiths and beliefs, and promoting respect for all people regardless of their background.