Personal, Social, Health, Economic (PSHE) & Relationships and Sex Education (RSE) at Greenfield Primary School

Leadership of PSHE/RSHE Curriculum The following people are responsible for the leadership and oversight of the CCLT policy and the PSHE/RSHE curriculum for our school.	
CCLT Lead	Mrs M Burkett, CCLT Executive Headteacher
School Senior Leader	Mrs M Burkett
Local Governing Body	Mrs A Dean
School Subject Leader	Mrs C Williams
To discuss our school's PSHE/RSHE curriculum, please contact our subject leader in the first instance by emailing the school office: *postbox@greenfieldprimary.co.uk*	

The following information explains how the CCLT PSHE & RSHE Policy and agreed scheme of work is put into practice in our school. Every school is different, and we understand that whilst adhering to the statutory guidance and our overarching Trust policy, the specific content and delivery of our curriculum should meet the needs of the pupils in our school.

Why is PSHE Important?

The PSHE & RSHE programme at Greenfield Primary School links to our values of Ready, Respectful and Safe.

- **Ready:** Through our curriculum, pupils build resilience and emotional regulation, ensuring they are prepared to engage actively in learning, adapt to changes, and embrace future opportunities.
- **Respectful:** The curriculum's focus on Relationships Education teaches children to celebrate diversity, practice empathy, understand consent, and build healthy, inclusive relationships both in school and within the wider community.
- **Safe:** By exploring fundamental safety topics—including online safety, mental health, physical well-being, and risk management—pupils learn how to protect themselves and support the safety of others in various environments.

Children's Rights

As a UNICEF Bronze Rights Committed School, PSHE and RSE form the foundational thread of our whole-school curriculum, underpinning both academic achievement and personal development. By prioritising these subjects, we ensure our pupils grow into confident, informed, and responsible members of society.

Personal, Social, Health, Economic (PSHE) & Relationships and Sex Education (RSE) at Greenfield Primary School

Article 2 No discrimination: *All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or a girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.*

Article 12 Respect for children's views *Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously***.**

Article 17 Access to Information *Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful.*

Article 24 Health, water, food, environment *Children have the right to the best healthcare possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.*

Article 29: Aims of education: *Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment*.

Pupils will respect these rights by:	**As Duty Bearers, staff will ensure pupils access these rights by:**	**Parents and carers will support their children to access these rights by:**
❖ Treating everyone fairly and include others in activities (A2) ❖ Listen attentively when others speak (A12) ❖ Use technology, books and media responsibly (A17) ❖ Take care of their own physical and mental wellbeing and encourage peers to be healthy and make safe choices(A24) ❖ Try their best in lessons, taking pride in their own talents and personalities (A27)	❖ Ensure all pupils have equal access to the curriculum and enforce the anti-bullying policy (A2) ❖ Create structured opportunities (School Council) where pupils can express their opinions, ensuring those opinions genuinely inform school decisions. Provide informal classroom opportunities for pupils to express their views. (A12) ❖ Provide access to reliable, age-appropriate learning resources, books, and digital tools while teaching critical media literacy and online safety. (A17) ❖ Maintain a clean, safe learning environment. Support pupils' physical and mental health. (A24) ❖ Create lessons that nurture every child's unique personality, talents, and physical capacities. Consistently demonstrate fairness, active listening, and respect in everyday interactions with pupils and colleagues. (A29)	❖ Model fairness in daily life. Encourage conversations about different cultures, families, and beliefs, challenging stereotypes when they arise. (A2) ❖ Practice active listening at home. Involve children in age-appropriate family decisions (A12) ❖ Monitor media use and guide healthy digital habits. Discuss online safety together. (A17) ❖ Promote healthy routines around sleep, nutrition, and exercise. Create a safe emotional space where children feel comfortable discussing feelings, stress, or worries. (A24) ❖ Celebrate effort and personal growth over perfection. Support their interests and talents both inside and outside of school. (A29)

Personal, Social, Health, Economic (PSHE) & Relationships and Sex Education (RSE) at Greenfield Primary School

Our PSHE curriculum also serves as the practical vehicle for fulfilling statutory duties set out in **Keeping Children Safe in Education (KCSIE)** and for embedding a whole-school culture of wellbeing.

The curriculum:

- provides the explicit time to teach online safety, healthy relationships, abuse awareness, and risk recognition.
- PSHE equips pupils to recognise inappropriate behaviour and gives them the language and confidence to seek help from trusted adults.

While KCSIE defines *what* staff must do to protect pupils, PSHE teaches *pupils* how to safeguard themselves and prioritise their own mental health and prepare them as future citizens.

Our PSHE curriculum helps us to deliver the core **British Values** of Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Dignity through;

- Structured debates and decision-making activities, pupils learn the importance of having a voice, active listening, and participating in democratic processes (e.g. School council, peer elections).
- Lessons that examine ground rules, personal boundaries, rights, and responsibilities, helping children understand why laws exist in society and how rules keep communities safe.
- Empowering pupils to make informed, safe choices regarding their health, relationships, and digital footprint.
- Through our RSE lessons, we explicitly teach equality, diversity, and protected characteristics, challenging stereotypes and fostering respect for those with different faiths, beliefs, or family structures

Our PSHE curriculum links to **Spiritual, Moral Social and Cultural (SMSC) Development** through;

- Encouraging reflection on identity, personal values, self-worth, and emotional responses to life experiences.
- Exploring ethical choices, rights vs. responsibilities, honesty, and understanding the consequences of actions on others
- Building essential interpersonal skills, teamwork, conflict resolution and active listening
- Celebrating diversity, exploring global citizenship, addressing prejudice, and encouraging appreciation of modern British culture.

Our PSHE curriculum links to **Personal Development** through:

- **Character & Resilience**: Building self-regulation, perseverance, and emotional literacy, equipping pupils to face setbacks and navigate change.
- **Informed Decision-Making**: Delivering statutory health and RSE content to ensure pupils understand how to maintain physical, mental, and digital wellbeing.

Personal, Social, Health, Economic (PSHE) & Relationships and Sex Education (RSE) at Greenfield Primary School

- **Preparation for Life Beyond School**: Equipping pupils with age-appropriate financial literacy, career awareness, and critical thinking skills needed to thrive as active, responsible citizens.

Curriculum Planning

- We use the curriculum guidance [provided by the **PSHE Association** *(the professional body advising the government on the requirements for PSHE in schools)* as the basis for our curriculum planning. This ensures we deliver a well-planned PSHE programme based on a spiral curriculum, where key themes are revisited and built upon over time. This is outlined in our long-term curriculum plan which can be found on our website (copies can be requested from the school office).
- Our PSHE curriculum is based on the needs of the children in the school with clear learning outcomes appropriate to their age, development, ability and level of maturity. PSHE is also firmly embedded within our broader curriculum, including science and PE, in addition to more focused learning in PSHE sessions and assemblies.

Pupil Voice and a Need-Led Curriculum

Listening to the voices of our children is an important part of our PSHE programme. We provide opportunities for pupils to share their views and experiences of PSHE through class discussions, feedback activities, pupil surveys and pupil-voice teams such as our School Council, Rights Knights and Pupil Ambassadors. Our children are encouraged to share their views and know these are listened to, valued and respected.

Information gathered from pupil voice activities, alongside other sources of data, including safeguarding, behaviour, local data and intelligence, is used to inform curriculum planning and teaching approaches. This helps ensure our PSHE curriculum is relevant and responsive to our local context and the needs of our children.

Resources

As with other subjects, the breadth of the PSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources selected by both the PSHE lead and the Class Teacher. These are provided through our schemes of work, and other quality-assured reputable sources such as the PSHE Association and the NSPCC. All resources are reviewed prior to teaching to ensure they are accurate, age-appropriate, and evidence-based.

Parents/carers can view a selection of resources used at Greenfield Primary School by speaking to their child's class teacher or emailing the PSHE lead teacher (Mrs Williams).
Parents/carers are regularly informed about what is being taught each term through our termly Topic Narratives available on our school website.

We encourage engagement from parents and carers in our PSHE programme. If you would like to discuss any of the resources in more detail please contact Mrs Williams.

Personal, Social, Health, Economic (PSHE) & Relationships and Sex Education (RSE) at Greenfield Primary School

Teaching and Learning

We deliver our PSHE curriculum through weekly, 45- 60-minute lessons. These are always led by the class teacher as they know their pupils best and can therefore ensure a secure , supportive environment for meaningful discussions. Additionally, learning doesn't stop in the classroom—we regularly reinforce key PSHE values through daily assemblies and cross-curricular topic work in our afternoon lessons

RHSE (puberty) lessons will take place in Years 4, 5, and 6 in the second half of the Summer Term. The lessons will be taught in single sex groups by the class teacher. A letter will be sent out to parents/carers alongside the Topic Narrative for that half term explaining the content of the lessons. If parents/carers would like to view the resources before the lessons they should request these from either the class teacher or the PHSE lead (Mrs Williams).

Children cannot be withdrawn from these lessons. Pupils with additional needs will be supported in the lessons by Learning Support Staff where possible.

External Providers

Occasionally we utilise external providers to enhance our delivery of PSHE. All external providers deliver in line with our PSHE policy and safeguarding procedures and our Visitor Policy. Where an external provider is utilised, we will make sure that any materials used are appropriate, in line with our legal duties around political impartiality. Any resources delivered by an external provider will be made available for parents and carers before delivery.
The external providers we currently use are:

- NSPCC: 'Talk PANTS' is an NSPCC campaign to keep children safe from sexual abuse. Their videos, classroom activities and supporting resources help you to deliver age-appropriate sessions with children aged 3- to 11-years-olds.
- Walsall Council 'Streets Team' - online safety lessons.

Responding to Questions and Managing Disclosures

Children often ask questions and sometimes these may be 'tricky' to answer in the classroom environment. Pupils may also make a disclosure in one of our PSHE/RSE lessons. Staff receive targeted training and clear guidance to handle sensitive topics with confidence and objectivity. Every lesson begins with established classroom boundaries (e.g., no personal questions, mutual respect, active listening) to maintain pupil's well-being. Teachers may use third-person scenarios or anonymous question boxes, allowing pupils to ask questions safely without making personal disclosures. Staff are trained on the curriculum framework to ensure answers align strictly with the pupils' developmental stage and statutory guidance. If there is a situation where a teacher doesn't know the answer, they will validate the question without making up an answer (e.g., "That's an important question, but I want to make sure I give you the correct information. Let me check and get back to you."). They may also direct the pupil to place the query in the class worry box so it can be answered in a subsequent session or individually, after proper consultation with the subject leader, Designated Safeguarding Leads, our Pastoral Team or Senior Leadership Team.

If a question raises a safeguarding concern, teachers will reassure the pupil, and follow our safeguarding protocols as detailed in our Safeguarding policy. Any issues arising (eg bullying,

discrimination, harassment) following lessons on sensitive topics will be followed up in line with our school policies

For more information, please refer to the relevant inclusion and safeguarding policies on the school website (www.greenfield.walsall.sch.uk) and on the Trust website (www.centralclt.com)

Assessment

Following end-of-unit assessments, staff provide targeted support to ensure every child succeeds. If a topic is not revisited within the same year group, these assessments are passed on to the child's next teacher so support can continue seamlessly.

At the start of each topic, children map out their prior knowledge using a spider diagram in their books. Once the unit is complete, they add their new learning to the same diagram in a different colour, visually capturing the progress each child has made- giving both the child and the teacher a clear view of their progress.

Staff Training

All staff receive annual training covering curriculum content, pedagogy, and key updates. In addition, staff can access further individual training as part of their Continuous Professional Development (CPD).

The PSHE lead conducts regular planning reviews, learning walks, book looks, and pupil voice sessions to ensure the agreed curriculum is delivered effectively.

As the PSHE curriculum forms the golden thread woven throughout the school—fostering a culture of **ready, respectful and safe**—its success is also reflected in the behaviour and safeguarding data monitored by senior leaders.

Sex Education / Right to Withdraw

In the CCLT RHSE programme, only **one** of the lessons counts as Sex Education. This is the only lesson parents can withdraw their child from (details of the lesson are below) as learning about puberty is taught as part of the statutory health education element of the wider RHSE programme and also forms part of the statutory science curriculum.
This is a summary of the Sex Education lesson delivered of Y6 pupils in the summer term as they prepare to move to high school:

Year 6 Conception and Contraception Lesson - How a baby is made.

By the end of the lesson, pupils are expected to:

- **Understand Human Reproduction:** Learn the basic biological process of how a baby is conceived (conception/fertilisation).
- **Define Sexual Intercourse:** Understand what sexual intercourse is using clear, scientific terminology, placed within the context of adult relationships.
- **Recognise Relationship & Consent Context:** Understand that having sex and choosing to have a baby are decisions made by adults in healthy, loving, and consensual relationships.

Personal, Social, Health, Economic (PSHE) & Relationships and Sex Education (RSE) at Greenfield Primary School

Key Content Covered

- **Ground Rules & Safe Space:** The session starts by establishing classroom ground rules, setting up an anonymous question box and reassuring pupils about using scientific anatomical language.
- **Biological Process of Conception:**
    - Explains that fertilisation occurs when a male sperm joins a female egg cell.
    - Explains sexual intercourse simply: that an adult man's penis enters an adult woman's vagina, where sperm is released.
    - Explains how the fertilised egg travels to the womb (uterus) and implants to begin growing into a baby over a 9-month pregnancy.
- **Alternative Pathways to Parenthood (Inclusivity):** Briefly acknowledges that not all babies are made through intercourse (e.g., introducing IVF or surrogacy in simple terms).
- **Educational Media:** Schools usually play a short, age-appropriate, animated video (often 2–3 minutes long) illustrating the journey of sperm to egg and implantation.
- **Emphasis on Readiness and Age:** Reinforces that sex and having children are strictly adult behaviours that require mutual agreement (consent).

Policy Links

This policy compliments the following policies which can be viewed on the school website (www.greenfield.walsall.sch.uk) and on the Trust website (www.centralclt.com):

- Safeguarding and Child Protection
- Equality Policy
- ICT and Internet Acceptable Use
- Positive Relationships
- Positive Behaviour
- Anti-Bullying
- Child on Child Abuse
- Online Safety
- Special Educational Needs and Disabilities (SEND)