THE HASELWORTH WAY PO12

GOSPORT

Haselworth Primary School

Personal Development Learning and Relationships and Sex Education Policy

Policy approved:	**September 2026**	**FGB**
Signed:	*N Jones*	**Headteacher**
Signed:	*C Roast*	**Chair of Governors**
Date of next review:	**September 2029**	**Every three Years**
Monitored and evaluated by:	**K. Howard (DHT & SENCO)**	**Termly**

Introduction

This policy outlines Haselworth Primary School's teaching and leadership of Personal Development Learning (PDL) including Relationships and Sex Education (RSE). This policy is to be read in conjunction with the Vision Statement and Teaching and Learning Policy as together they establish the general ethos of the school.

The 2025 statutory guidance on relationships, sex and health education published by the Department for Education (DfE) states that:

• All primary schools must have a written policy for relationships education – and sex education.

1. Vision and Values

At Haselworth Primary School, PDL provides the opportunity for children to develop strategies and skills to ensure they can become healthy, confident, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community thus helping them develop their sense of self-worth. The PDL curriculum provides learning opportunities and experiences which reflect real life scenarios and physical and social awareness enabling them to develop increasing independence, assume greater personal responsibility and manage their personal safety, including online.

PDL is a vital part of the education of every child at Haselworth. It is a planned programme of learning opportunities and experiences that help children and young people to grow and develop as individuals and as members of their families and communities. It encompasses all areas deigned to promote children's personal, social, spiritual, moral and health development. It gives the children the knowledge, skills and understanding that they need to stay healthy, safe, develop worthwhile relationships, respect differences, develop independence and make the most of their abilities. PDL supports the six school values. It equips children and young people to explore and reflect upon their own values and attitudes in a safe and supportive environment.

Opportunities are provided for children to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse and multicultural society.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

Our Relationships and Sex Education (RSE) curriculum will support to develop resilience, to know how and when to ask for help, and to know where to access support. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health

As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as confident, fulfilled and kind members of the wider community. We want everyone at Haselworth to understand and respect our common humanity, diversity and differences so that we all go on to form the effective, happy and fulfilling relationships that are an essential part of life and learning.

2. Aims

We aim for our PDL and RSE curriculum to support pupils to:

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Challenge injustice and inequality in all its forms, including promoting anti-racism; gender equality; LGBT+ equality; disability equality
- Understand the rights of all people to live freely within their sexual orientation; gender identity; cultural, heritage and race identity, without discrimination or oppression
- Work well with others
- Respond to challenge
- Take active responsibility for their own learning
- Be active citizens within the local & global community
- Explore issues related to living in a democratic society
- Be happy, healthy and fulfilled individuals

The RSHE curriculum will also:

- Promote safe, equal, caring & enjoyable relationships and discuss real life issues appropriate to the age and maturity of the children
- Meet the needs of all pupils with diverse experiences, heritage, culture and those with Special Educational Needs and Disabilities
- Foster gender equality & LGBT+ equality & challenge all forms of discrimination
- Give a positive view of human sexuality with honest, medically accurate information, so that pupils can learn about their bodies in ways that are appropriate to their age and maturity
- Keep parents/carers informed about what their children are learning and how they can contribute at home
- Provide education based on reliable sources of information about the law and legal rights. Distinguishing between fact and opinion
- Provide opportunities to reflect on values and influences (such as from peers, media, faith & culture) that may shape children's attitudes to relationships & sex, and nurture respect for different views

- Help children to understand the rights of all people to live their lives freely within their sexual orientation and gender identity without discrimination and to honour the dignity of others
- Provide a framework in which sensitive discussions can take place
- Give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

PDL (or PSHE as it is otherwise known as, is a non-statutory subject. However, the relationships and health aspects of PSHE education is compulsory in all schools from September 2020. As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum and other content advised by the PSHE Association.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Haselworth Primary School we teach PDL and RSE as set out in this policy, which has been updated to reflect the 2025 statutory RSHE requirements.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy development

This policy has been developed in consultation with staff, pupils and families. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were to view the policy on our website and give feedback.

4. Governor approval – once amendments are made, the policy is shared with governors and approved.

The policy has not changed significantly in its content but has been updated to reflect the 2025 statutory RSHE requirements.

4. Definition

Personal Development Learning (PDL) is the term we use at Haselworth for Personal, Social, Health and Economic (PSHE) Education. PDL encompasses many areas of study. It helps to equip our pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions about their lives. It includes drugs education, financial education, relationships & sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

At Haselworth, relationships and sex education is about children's everyday lives, and needs to reflect new and emerging issues that children are exposed to. It includes teaching about friendship, families, consent, healthy relationships, relationship abuse, sexual exploitation and safe online relationships in a sensitive and age appropriate way. We aim to promote healthy, resilient relationships set in the context of character and virtue development, with a focus on respecting others, including the beliefs and practices of people with a specific faith commitment as well as those from the many different types of families that make up our cultural context. We will promote loving, caring relationships in all forms that honour the dignity of all people and of humanity.

5. Curriculum

PDL is an important part of the Haselworth curriculum offer. We have tailored our programme of study to reflect the needs of our community and our pupils, to reflect society and to complement other curriculum content. We use the PSHE Association's planning and resources. This curriculum is structured around an overarching question for each term or half term which links into our P4C. These begin in lower school as 'What?' And 'Who?' questions and build throughout upper school into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are topic focus are

- Health and Wellbeing,
- Relationships
- Living in the Wider World

Some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupil throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question. Our programme of study for children in Years 1 – 6 covers:

- Identity, Diversity and Equality
- Rights, Responsibilities and consent

- Careers and Finances
- Respectful Relationships
- Staying Safe (now with a greater focus on online safety and wellbeing)
- Healthy, Balanced Lifestyles
- Friendship and bullying
- Families and community
- Drugs and alcohol safety (will now include vaping and nicotine addiction)
- Personal Safety - As of September 2026 with emphasis on recognising and reducing risk.

Also there has been new content on change, loss and grief. Across the year groups there will be great emphasis on skills as well as knowledge, for example, communicating effectively, managing difficult feelings and resisting pressure within the context of relationships. In Years 5 and 6 the guidance states schools may cover image sharing and or online sexual content.

Children in Year R are taught PDL through the EYFS framework aspect of Personal, Social and Emotional Development (PSED).

Personal development learning will be accessed by all pupils at Haselworth. This will be facilitated through a range of activities and opportunities including:

- Teacher directed activities in the classroom
- Class discussions
- Debates
- Visits and visitors
- P4C enquiries
- Playtime and lunchtime learning opportunities and activities
- Homework challenges

RSE is taught within the PDL curriculum. Biological aspects of RSE are taught within the science curriculum.

Our curriculum is set out as per Appendix 2 and 3, however, we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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

Guiding principles for relationships, sex and health education

We have embedded the Department for Education's guiding principles for RSE, by developing a curriculum with the following key principles in mind:

a. Engagement with pupils.

An inclusive and well-sequenced RSHE curriculum will be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. Engagement and transparency with parents.

School will engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE.

c. Positivity.

We will focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. Careful sequencing.

We will cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. Relevant and responsive.

We will ensure the curriculum is relevant, age and stage appropriate and accessible to all pupils, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. Skilled delivery of participative education.

The curriculum will be delivered by the class teachers with some sessions provided by NSPCC providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. All staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures.

g. Whole school approach.

The curriculum is delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Sex education is not compulsory in primary schools. Parents have a right to request that their children are withdrawn from sex education and schools should ensure parents are aware of sex education content within lessons in advance.

However, we believe it is an important part of our curriculum. KS1 children onwards are expected to be taught the correct names for their body parts as a part of safeguarding. The new guidance recommends sex education can now start in year 5.

Our sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

5.1 SEND

The PDL curriculum at Haselworth Primary School is accessible for all pupils. High quality inclusive teaching is at the heart of everything we do, this means teaching is differentiated and personalised to ensure accessibility. This is in accordance with the SEND code of practice. The school is aware

that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships education, RSE and Health education can be particularly important subjects for some pupils and this is taken into consideration when designing and teaching these subjects. Where necessary and appropriate the content can be tailored to ensure it meets the needs of every individual.

We work with colleagues in feeder settings, including pre-schools and secondary schools, to inform them of our curriculum provision and provide them with information about the needs of individual children as well as asking them for relevant information about the needs of children joining our Haselworth family. This is all done in collaboration with family members and external agencies, so we continue to work in a joined-up way to meet the needs of all pupils.

Linked policies:

This policy should be read alongside:

Positive Behaviour Policy, Child Protection Policy and Safeguarding Policy, Science Policy, PE Policy, Acceptable use of ICT for Staff and Pupils, Public Sector Equality Duty Policy and SEND Policy.

This policy is available on our school website or upon request from the school office. It will be updated every three years, or in light of new legislation.

For more information about our curriculum, see Appendices 1 and 2.

6. Roles and responsibilities

6.1 The governing body

The governing body will approve the PDL and RSE policy and hold school leaders to account for its implementation.

6.2 The Headteacher and PDL Subject leader

The Headteacher, alongside the PDL subject leader, is responsible for ensuring that PDL and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

6.3 Staff

Staff are responsible for:

- Delivering PDL and RSE in a sensitive way
- Modelling positive attitudes to PDL and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching PDL or RSE. Staff who have concerns about teaching any aspect of the curriculum are encouraged to discuss this with the headteacher. Class Teachers are responsible for teaching the full curriculum offer in our schools.

6.4 Pupils

Pupils are expected to engage fully in all aspects of our curriculum, with the exception of where their parent/carer has specifically and formally requested they be withdrawn from RSE. When discussing all issues and themes, children and adults are expected to treat others with respect and sensitivity.

7. Parents' right to withdraw (RSE only)

Parents do not have the right to withdraw their children from relationships education, health education or the science curriculum.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE only. At Haselworth, this means some of the Year 5/6 teaching which includes age appropriate discussions on adult sexuality and how a baby is conceived and born.

Requests for withdrawal from these sessions should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education element of the curriculum.

8. Training

Staff are trained on the delivery of RSE, as well as other curriculum areas, as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of the PDL and RSE curriculum is monitored by the PDL subject leader through:

- Planning scrutiny
- Learning Walks
- Pupil conferencing/surveys

Pupils' development in PDL and RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1- Withdrawal form for the sex education part within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education *(optional)*			
Any other information you would like the school to consider			
Parent signature			

Appendix 2 – PDL Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1&2 A	Making friends: playing and learning together	Keeping safe online	Mental health and wellbeing	Safety outside the home	Looking back and moving on	Me, my body and staying safe
Year 1&2 B	Making friends: playing and learning together	Safety at home Including online	Mental health and wellbeing	Showing kindness to ourselves and others & Celebrating families	Being healthy	NSPCC & Celebrating me and you
Year 3&4 A	Families and growing together	Money Matters and News Literacy inc. Fake or Real	Mental health and wellbeing	Forming respectful relationships	Exploring ways to manage risk	Me, my body and growing up NSPCC
Year 3&4 B	Me, my friends and belonging	Making choices online	Mental health and wellbeing	Looking out for each other	Keeping safe out and about	Me, my body and growing up Medway
Year 5&6 A	Managing money and online spending	Developing our AI Literacy including staying safe online	Mental health and wellbeing	Embedding healthy habits and learning first aid	Drug education: assessing risk and managing influences	Changes in puberty (and sex education)
Year 5&6 B	Friendships, stereotypes and bullying	Safe connections online	Mental health and wellbeing	Positively engaging with our world	Looking to the future	Respecting boundaries

Appendix 3- RSE Curriculum Map

Lesson title and summary		PSHE education Programme of Study	DfE statutory RSHE guidance, key stages 1 and 2 summary from Years 1-6
Year 1/2	1. *My special people* We are learning about the special people in our lives and how we care for one another 2. *We are growing: human life cycle* We are learning about how we change as we grow 3. *Everybody's body* We are learning to name different parts of the body, including genitalia	**H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) **H26.** about growing and changing from young to old and how people's needs change **R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives **R2.** to identify the people who love and care for them and what they do to help them feel cared for **R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private **R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard **R23.** to recognise the ways in which they are the same and different to others **L2.** how people and other living things have different needs; about the responsibilities of caring for them	**Caring friendships** • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **Respectful relationships** • practical steps they can take in a range of different contexts to improve or support respectful relationships

Year 3/4	*What makes a good friend?* We are learning about friendship, including why it is important and what makes a good friend *Falling out with friends* We are learning how to maintain good friendships and about solving disagreements and conflicts with peers *Puberty: time to change* We are learning about the physical changes that happen during puberty *Puberty: menstruation and wet dreams* We are learning about the biological changes that happen during puberty *Puberty: personal hygiene* We are learning about the importance of personal hygiene during puberty *Puberty: emotions and feelings* We are learning about emotional changes during puberty	**R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships **R13.** the importance of seeking support if feeling lonely or excluded **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary **H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health **H17.** to recognise that feelings can change over time and range in intensity **H18.** about everyday things that affect feelings and the importance of expressing feelings **H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; **H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations **H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	**Online relationships** • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. **Being safe** • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. **Mental wellbeing** • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness,

		H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene **H34.** about where to get more information, help and advice about growing and changing, especially about puberty	sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. **Changing adolescent body** • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
Year 5/6	*Puberty: recap and review* We are learning about the changes that happen during puberty (recap from year 4-5) *Puberty: change and becoming independent* We are learning about managing change and becoming more independent *Positive and healthy relationships* We are learning about positive, healthy relationships *How babies are made* We are learning about how a baby is made	**In addition to recapping on the Year 4 content:** **H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools **H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for[1] **H35.** about the new opportunities and responsibilities that increasing independence may bring **H36.** strategies to manage transitions between classes and key stages **R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) **R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another	

		R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online **R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	