



PSHE, RSE and Drugs Education Policy

**(Personal, social, health and economic
education, Relationships and sex education
and Drugs education and misuse policy)**

January 2026

Version 2.3

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1 Introduction

1.1 At Sonning Common Primary School, we regard personal, social, health and economic (PSHE) education and relationships and sex education (RSE) as central to the life of the school and its relationships with the wider community. The Education Reform Act 1988 states that schools should provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life." From September 2020 relationship education became mandatory in primary schools, to teach the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

1.2 We believe that at Sonning Common Primary School, we aim to provide a broad and balanced curriculum which:

- *Promotes the spiritual, moral, cultural, emotional, social and physical development of pupils at the school and in society.*
- *Prepares pupils for the opportunities, responsibilities and experiences of adult life.*
- *Acknowledges and informs pupils about their rights as children and their responsibility for the rights of others.*
- *Provides sound information about keeping healthy and safe, both emotionally and physically.*
- *Delivers relationships and sex education within the context of a broad and balanced programme of health education.*

1.3 PSHE education is concerned with:

- *The social, emotional and physical well-being of the individual.*
- *The responsibility of the individual towards others and the environment.*
- *The understanding of the physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it.*
- *The holistic model of personal and social development, which encourages the making of healthy choices.*
- *Ensuring pupils understand the term equality and know what this means for how they treat others*

1.4 RSE education at primary level is concerned with:

- *Making informed choices and decisions about well-being, health and relationships*
- *Maintaining and developing relationships.*
- *Developing self-confidence.*

1.5 Within PSHE education:

- **Health Education** involves engaging the children in activities that promote their physical well-being, such as exercise, daily living, fresh air and exploration both in and out of school.
- **Citizenship** involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information, as well as learning the behaviour expected of them as members of society.
- **Drug Education** involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs.

1.6 Sonning Common Primary School is a 'Values' led community school, with a life skills approach intended to enhance self-esteem, communication skills, appropriate behaviour, and considered decision making.

2 Aims

2.1 Within PHSE education, we aim, through implicit and explicit learning experiences, to:

- *Develop an awareness of social, economic, political and ecological issues.*
- *Nurture mutual trust and respect between individuals and groups.*
- *Develop understanding and tolerance.*
- *Encourage the development of informed and responsible healthy life choices.*
- *Develop positive attitudes towards health.*
- *Foster self-respect and self-esteem among all members of the community.*
- *Give opportunities for children to experience awe and wonder.*
- *Prepare pupils for the opportunities, responsibilities and experiences of adult life.*
- *Educate pupils about the issues in our community and how they can keep themselves safe.*
- *Develop an understanding of fairness and equality within our school and beyond*

2.2 Within RSE we aim, through implicit and explicit learning experiences, to:

- *Ensure that relationships and sex education is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way.*
- *Foster self-esteem and respect for others as the cornerstone of good health education and good relationships and sex education.*
- *Nurture a partnership between caring adults - governors, teachers, ancillary staff, and parents - to ensure sensitive support for children and young people as they grow and mature.*
- *Ensure children can accept their own and others' sexuality.*
- *Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse.*
- *Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.*
- *Adopt a whole school approach to relationships and sex education.*

2.3 Pupils will be given frequent and regular opportunities to consider their own and other's feelings and to practise personal and interpersonal skills. We value and respect the

learning that occurs in the community and in the home, believing that these, alongside our school programmes, are essential for health education. PSHE must be related to the real world and the children's own experiences.

3 The curriculum

3.1 In 2019 the Department for Education published statutory guidance about what must be covered in schools in terms of relationships and sex education (RSE) and health education. Children will be taught PSHE and RSE at SCPS in a way that ensures progression of skills and follows a sequence to build on previous learning.

3.2 The focus for relationships is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, under the headings of:

- *Families and people who care for me,*
- *Caring friendships,*
- *Respectful, kind relationships,*
- *Online safety and awareness,*
- *Being safe.*

3.3 Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness under the headings of:

- *General wellbeing,*
- *Wellbeing online,*
- *Physical health and fitness,*
- *Healthy eating,*
- *Drugs, alcohol, tobacco and vaping,*
- *Health protection and prevention,*
- *Personal safety*
- *Basic first aid,*
- *Developing bodies.*

3.4 Parents/carers have the right to withdraw pupils from some or all sex education beyond the national curriculum for science, but not from relationships or health education.

4 Teaching and learning

4.1 SCPS uses the PHSE and RSE scheme of work built by Kapow Primary. Its scheme of work fulfils the statutory requirements outlined in the National Curriculum (2019). The National Curriculum for PHSE and RSE aims to ensure that all pupils develop knowledge and skill to:

- *Value different family structures*

- *Create and maintain positive friendships*
- *Develop safe and respectful relationships*
- *Understand the changes that take place during puberty*
- *Promote good health and carrying out first aid*
- *Learn to make independent choices and not be influenced by others*
- *Operate safely in a digital world*

5 Assessment and recording

5.1 Opportunities are created for assessment in short term planning. Assessment takes place through questioning, discussion or written work. Relevant details are kept by the class teacher and written or photographic evidence held.

6 Inclusion

6.1 We ensure that the curriculum is available to all pupils, with equal appropriate access regardless of protected characteristics such as sex, race, religion, belief or ability, in line with our school policy on equal opportunities.

6.2 Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational needs and disabilities (SEND). Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and we will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

7 Role of the Subject Leader

7.1 The subject leader is responsible for the monitoring and development of the subject throughout the school.

7.2 This includes:

- *ensuring the school curriculum overview is current and relevant*
- *working alongside colleagues at both key stages*
- *updating resources*
- *checking medium term plans and advising on best practice*
- *monitoring progression and evidence of work*
- *looking at books and talking to pupils about their work.*

8 Staff training

- 8.1 Staff will be encouraged to attend courses and review resources. The Subject Leader will have access to specific training to support and develop their role.

9 Dissemination

- 9.1 The Policy is available on the school website and a paper copy is available from the school admin office on request.

10 Reviewing the Policy

- 10.1 This policy will be reviewed bi-annually by the Subject Leader and monitored by the Link Governor to ensure that the Policy is relevant and up to date.