



Thrive in the gift of life John 10:10: 'I came that they may have life, and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Personal Social Health Education Policy (including Relationships & Sex Education Policy)

September 2026

Signed:

Headteacher: James Eccleston

Signed:

On behalf of the Governing Body

Proposed Review Date: September 2027

Vision

Thrive in the Gift of Life

At Farington Moss St Paul's CE Primary School, we believe that every child is a unique gift from God. Guided by our Christian faith and values, we nurture children to flourish academically, socially, emotionally and spiritually. We provide a caring and inclusive environment where all are valued and respected, enabling pupils to develop confidence, resilience and a sense of responsibility. Through positive relationships, a broad and engaging curriculum, and meaningful opportunities to contribute to school and community life, we support every child to achieve their full potential and thrive in the gift of life.

Our Christian Values – Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Community, Dignity, Hope, Joy, Peace, Wisdom

Purpose

We understand our responsibility to deliver a high-quality, age-appropriate and inclusive PSHE curriculum, including statutory Relationships Education and Health Education, for all pupils. This policy sets out the framework for how PSHE is planned, taught and assessed across the school.

At Farington Moss St Paul's CE Primary School, we recognise that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of later life. Through PSHE, pupils develop the knowledge, skills and attributes needed to become healthy, safe, respectful and responsible members of society.

Relationships Education focuses on helping pupils understand positive and respectful relationships, both online and offline, and supports them in making informed choices about their wellbeing and personal safety.

Health Education equips pupils with the knowledge and understanding they need to make informed decisions about their physical health, mental wellbeing and healthy lifestyles.

Economic wellbeing education supports pupils in developing an understanding of money, financial responsibility and future aspirations, helping them prepare for life beyond primary school.

Organisation of the Curriculum

Relationships Education and Health Education are statutory subjects for all primary-aged pupils and form part of our wider PSHE curriculum. The curriculum is delivered in an age-appropriate, inclusive and evidence-informed way, supporting pupils to develop the knowledge, skills and attributes they need to lead healthy, safe and fulfilling lives.

For the purposes of this policy, Relationships Education focuses on teaching pupils about positive and respectful relationships, including family relationships, friendships, online relationships and the importance of kindness, respect and personal boundaries. It helps pupils to develop the knowledge and skills needed to build healthy relationships and keep themselves safe.

Health Education focuses on physical health, mental wellbeing and healthy lifestyles. It equips pupils with the knowledge and skills to make informed decisions about their health, recognise risks, seek support when needed and develop lifelong habits that promote wellbeing.

Our PSHE curriculum is planned and sequenced to meet the statutory requirements set out in the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* guidance (July 2025). It is informed by the needs of our pupils and reflects the views of staff, parents and the wider school community. Through this curriculum, we aim to ensure that all pupils are prepared for the opportunities, responsibilities and experiences of modern life.

Consultation and Curriculum Design

At Farington Moss St Paul's CE Primary School, we value the views of parents, pupils and staff and recognise the importance of working in partnership to support children's personal development, wellbeing and relationships education. We consult with our school community through:

- Parent questionnaires and surveys
- Pupil voice activities
- Staff meetings and training
- Parent information sessions
- Newsletters, letters and school communications

Parents, carers, staff and pupils are encouraged to provide feedback on the curriculum throughout the academic year by:

- Contacting the school office
- Speaking to their child's class teacher
- Arranging a meeting with the Headteacher or PSHE Lead

Our PSHE, Relationships Education and Health Education curriculum is carefully planned to meet the needs of our pupils and is delivered in an age-appropriate and inclusive way. When planning learning, we take account of the backgrounds, experiences and beliefs of our school community, ensuring that all pupils feel valued, respected and represented.

To support the delivery of our curriculum, we use the My Happy Mind programme. This evidence-informed, whole-school approach focuses on helping children understand how their brains work, develop emotional literacy, build resilience, strengthen relationships and foster positive mental wellbeing. Through the five My Happy Mind modules —Meet Your

Brain, Celebrate, Appreciate, Relate and Engage—pupils develop the skills and confidence to understand themselves, manage their emotions, build positive relationships and thrive both in school and beyond.

We recognise that parents and carers play a vital role in supporting children's wellbeing. The My Happy Mind Parent App provides families with access to information, activities and resources linked to classroom learning, enabling them to reinforce key concepts at home and strengthen the partnership between home and school.

Relationships Education Overview

Relationships Education is delivered through the My Happy Mind Plus unit **myHappyRelationships**, alongside the core My Happy Mind programme. This unit maps directly to the statutory Relationships Education requirements and focuses on developing positive relationships, respect, empathy, kindness and personal responsibility.

Families and People Who Care for Me

By the end of primary school, pupils will know:

- That families are important because they provide love, care, security and support.
- That families may look different from their own and should be treated with respect.
- The characteristics of healthy family relationships, including care, commitment, protection and spending time together.
- That trusted adults can help support their wellbeing and safety.
- How to recognise when a relationship is making them feel unhappy or unsafe and how to seek help.

This learning is supported through the **Families and Close Positive Relationships** strand of the myHappyRelationships unit.

Caring Friendships

By the end of primary school, pupils will know:

- The importance of friendships in supporting wellbeing and happiness.
- The characteristics of healthy friendships, including kindness, honesty, trust, loyalty and respect.
- How to make and maintain positive friendships.
- That friendships may experience difficulties and disagreements which can often be resolved positively.
- How to recognise unhealthy friendships and where to seek support if needed.

This learning is supported through the **Friendships** strand of the myHappyRelationships unit.

Respectful Relationships

By the end of primary school, pupils will know:

- The importance of treating others with kindness, courtesy and respect.
- That people may have different backgrounds, beliefs, experiences and perspectives.
- The importance of self-respect and respecting the rights of others.
- How to recognise, respond to and report bullying, including cyberbullying.
- How stereotypes can be unfair and harmful.
- The importance of respecting personal boundaries and seeking permission where appropriate.

This learning is supported through the **Respecting Self and Others** and **Managing Hurtful Behaviour and Bullying** strands of the myHappyRelationships unit.

Online Relationships

By the end of primary school, pupils will know:

- That people may present themselves differently online.
- That the same principles of respect and kindness apply online as offline.
- How to develop safe and positive online relationships.
- How to recognise risks, inappropriate content and unsafe behaviour online.
- How to report concerns and seek support.
- How personal information may be collected, shared and used online.

This learning is reinforced through the myHappyRelationships unit and the digital resilience content within **myHappyWorld**.

Being Safe

By the end of primary school, pupils will know:

- How to recognise safe and unsafe situations in a range of contexts.
- The importance of personal boundaries, privacy and body ownership.
- That some secrets should not be kept if they affect their safety or the safety of others.
- How to recognise inappropriate behaviour from adults or peers.
- Who trusted adults are and how to seek help when needed.
- How to report concerns, abuse or unsafe situations confidently and appropriately.

This learning is supported through the **Safe Relationships** strand of the myHappyRelationships unit.

Through the My Happy Mind programme, pupils also develop self-awareness, emotional regulation, resilience, empathy and relationship skills, supporting positive mental health and wellbeing.

Health Education Overview

Health Education is delivered through the My Happy Mind Plus units **myHappyBody** and the core My Happy Mind programme. Together these provide a comprehensive approach to developing children's mental wellbeing, physical health, resilience and personal safety.

Mental Wellbeing

By the end of primary school, pupils will know:

- That mental wellbeing is an important part of overall health and wellbeing.
- How to recognise, understand and talk about a range of emotions in themselves and others.
- Strategies for managing emotions, building resilience and coping with challenges.
- The importance of self-care, rest, physical activity, hobbies and positive relationships in supporting wellbeing.
- How loneliness, bullying and unhealthy relationships can affect wellbeing.
- How and when to seek support for themselves or others.
- That experiencing difficulties with mental health is common and that support is available.

This learning is supported through the core My Happy Mind modules: Meet Your Brain, Celebrate, Appreciate, Relate and Engage, alongside the **Mental Health** strand of myHappyBody.

Online Safety and Digital Wellbeing

By the end of primary school, pupils will know:

- The benefits and opportunities that technology and the internet can provide.
- How to use technology safely, responsibly and respectfully.
- The importance of balancing online and offline activities.
- How online behaviour can affect themselves and others.
- How to recognise online risks, inappropriate content and harmful behaviours.
- How to keep personal information safe and protect their privacy online.
- How to report concerns and seek support when using digital technology.

This learning is supported through the **Media Literacy and Digital Resilience** strand of the myHappyWorld unit.

Physical Health and Fitness

By the end of primary school, pupils will know:

- The physical and mental benefits of regular physical activity.
- The importance of developing healthy daily habits and active lifestyles.
- How exercise contributes to physical fitness, emotional wellbeing and overall health.
- How and when to seek support if they have concerns about their health.

This learning is supported through the **Healthy Lifestyles (Physical Wellbeing)** strand of myHappyBody.

Healthy Eating

By the end of primary school, pupils will know:

- The principles of a healthy and balanced diet.
- How food and nutrition contribute to growth, development and wellbeing.
- The importance of making informed choices about food and drink.
- The potential impact of unhealthy eating habits on physical and mental health.

This learning is supported through the **Healthy Lifestyles (Physical Wellbeing)** strand of myHappyBody.

Drugs, Alcohol and Tobacco

By the end of primary school, pupils will know:

- That some substances can be harmful to health.
- The risks associated with tobacco, alcohol and drugs.
- How to respond safely in situations involving harmful substances.
- How to seek help and advice if they are worried about themselves or others.

This learning is delivered through the **Drugs, Alcohol and Tobacco** strand of myHappyBody.

Health and Prevention

By the end of primary school, pupils will know:

- The importance of personal hygiene in maintaining good health.
- How to prevent the spread of illness and infection.
- The importance of sleep, dental hygiene and healthy routines.
- Ways to keep themselves safe in the sun and other environments.
- The role of immunisations and vaccinations in protecting health.
- How to recognise when they may need support for a physical health concern.

This learning is supported through the **Healthy Lifestyles** and **Keeping Safe** strands of myHappyBody.

Basic First Aid

By the end of primary school, pupils will know:

- How to seek help in an emergency.
- How to contact emergency services and provide clear information.
- Basic first aid principles for responding to common injuries and accidents.

This learning is supported through the **Keeping Safe** strand of myHappyBody.

Growing and Changing – (RSE Education)

By the end of primary school, pupils will know:

- About the physical and emotional changes that occur during puberty.
- How these changes can affect feelings, relationships and wellbeing.
- The importance of personal hygiene during puberty.
- Key facts about menstruation and menstrual wellbeing.
- How to seek support and advice from trusted adults during periods of change.

This learning is delivered through the **Ourselves: Growing and Changing** strand of myHappyBody.

Sex Education (beyond statutory science)

In Years 5 and 6, children also learn explicitly about:

- Puberty and menstruation.
- Reproduction.
- Relationships and responsibilities.
- Respect, responsibility, consent, and self-awareness.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non-science components of sex education within RSE. We will obtain parental consent and provide further information outlining in more detail what their children will be learning. This is delivered in line with our Christian values and within the context of preparing children for life.

Living in the Wider World

Living in the Wider World education is delivered through the My Happy Mind Plus unit **myHappyWorld**. This unit supports pupils in understanding their place within their community and the wider world and covers:

- Shared Responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic Wellbeing: Money
- Economic Wellbeing: Aspirations, Work and Careers

Through this learning, pupils develop the knowledge, skills and understanding needed to become active, responsible and informed members of society.

The school determines how this statutory content is organised and taught across each year group. Learning is carefully sequenced to be age-appropriate and progressive, building on prior knowledge and experiences. PSHE is delivered through the My Happy Mind and My Happy Mind Plus programmes, providing a whole-school approach to developing children's mental wellbeing, resilience, self-awareness, relationships, health, safety and character strengths. Through the core My Happy Mind modules and the additional myHappyRelationships, myHappyBody and myHappyWorld units, pupils and families are supported to develop the knowledge, skills and confidence needed for a healthy, safe and successful transition to secondary education and beyond.

Parents' Right to Withdraw

Relationships Education and Health Education are statutory subjects in primary schools. Parents do not have the right to withdraw their child from Relationships Education, Health Education or the statutory elements of the National Curriculum for Science.

The school values working in partnership with parents and carers and will provide opportunities for families to understand the curriculum through policy information, curriculum updates and the My Happy Mind Parent App.

Training

PSHE, including Relationships Education and Health Education, forms part of the school's continuing professional development programme.

Staff receive appropriate training to ensure they have the subject knowledge, confidence and skills required to deliver the curriculum effectively. This may include training provided through the My Happy Mind programme, local authority services, external agencies and health professionals where appropriate.

Roles and Responsibilities

The Governing Board

The Governing Board is responsible for:

- Ensuring the school fulfils its statutory duties relating to PSHE, Relationships Education and Health Education.
- Monitoring the quality and effectiveness of curriculum provision.
- Ensuring the curriculum reflects the school's Christian vision and values.
- Ensuring teaching and learning are accessible and inclusive for all pupils, including those with SEND.
- Providing clear information for parents about curriculum content and statutory requirements.

- Ensuring sufficient resources, staffing and curriculum time are allocated to the subject.

The Headteacher

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff receive appropriate training and support.
- Ensuring parents and carers are informed about the curriculum.
- Monitoring the quality of teaching and learning.
- Reporting to governors on the effectiveness of provision.
- Reviewing and updating this policy in line with statutory guidance and school needs.

The PSHE Subject Leader

The PSHE Subject Leader is responsible for:

- Leading and monitoring PSHE, Relationships Education and Health Education across the school.
- Supporting staff in the effective delivery of the My Happy Mind and My Happy Mind Plus programme.
- Ensuring the curriculum is age-appropriate, progressive and inclusive.
- Providing resources, guidance and professional support for staff.
- Monitoring the impact of the curriculum through lesson visits, pupil voice, work scrutiny and assessment activities.
- Ensuring statutory requirements are met.
- Working with other curriculum leaders to ensure coherence across the wider curriculum.

Teachers

Teachers are responsible for:

- Delivering high-quality PSHE, Relationships Education and Health Education through the My Happy Mind and My Happy Mind Plus programme and wider curriculum opportunities.
- Teaching in a way that reflects the Christian foundation and values of the school.
- Creating a safe, inclusive and respectful learning environment.

- Using a range of teaching approaches to meet the needs of all learners.
- Modelling positive relationships, wellbeing and healthy behaviours.
- Responding to safeguarding concerns in accordance with the school's safeguarding procedures.
- Working collaboratively with the PSHE Lead, SENDCo and parents where appropriate to support pupils' individual needs.

The SENDCo

The SENDCo is responsible for:

- Supporting staff in adapting learning to meet the needs of pupils with SEND.
- Advising on appropriate strategies, resources and interventions.
- Working with staff and families to ensure all pupils can access and engage with the curriculum.

Pupils

Pupils are responsible for:

- Engaging positively in learning.
- Treating others with kindness, respect and sensitivity during discussions.
- Following the school's values and expectations.
- Seeking support from trusted adults when needed.
- Contributing to a safe, inclusive and respectful learning environment.

Policy Development

This policy has been developed in consultation with staff, pupils, parents, governors and the wider school community. The development process included:

1. **Review** – consideration of current statutory guidance, local context and school priorities.
2. **Staff Consultation** – opportunities for staff to contribute to the development and review of the policy.
3. **Parent Consultation** – engagement with parents and carers to gather views on the curriculum and policy.
4. **Pupil Voice** – seeking pupils' views and experiences to help inform curriculum planning and delivery.
5. **Governor Approval** – review and ratification of the policy by the Governing Board.

The policy will be reviewed regularly to ensure it remains compliant with statutory guidance and continues to meet the needs of our school community.

Equality, Inclusion and Accessibility

At Farington Moss St Paul's CE Primary School, we are committed to ensuring that all pupils can access and benefit from high-quality PSHE, Relationships Education and Health Education.

In accordance with the Equality Act 2010, we promote equality of opportunity and do not discriminate against pupils on the basis of any protected characteristic.

The curriculum is designed to be inclusive, accessible and appropriate for all pupils, including those with Special Educational Needs and Disabilities (SEND). Learning is adapted where necessary to ensure all children can participate fully and make progress.

Teachers carefully consider pupils' age, developmental stage, additional needs and individual circumstances when planning and delivering lessons. Resources and teaching approaches are adapted to ensure learning is meaningful, relevant and accessible to all.

Through the My Happy Mind programme and curriculum, pupils are taught to value diversity, show respect for others, develop empathy and build positive relationships. We promote a culture of inclusion, kindness and belonging, underpinned by our Christian vision and values.

The school supports healthy and respectful relationships through its Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy and wider pastoral provision. These policies work together to create a safe environment in which all pupils can learn, grow and thrive.

Written by A Charlesworth (PSHRE Lead) June 2026