Central Co-operative Learning Trust

Trust Policy for the teaching of

Personal, Social, Health and Economic Education, including Relationships and Sex Education

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Date: September 2026

Introduction

This policy explains how all schools in the Central Cooperative Learning Trust (CCLT) teaches Personal, Social, Health and Economic (PSHE) education. It also includes Relationships, Sex and Health Education (RSHE) which all schools must teach.

This policy has been written using information from the Department for Education's (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2025) and other relevant guidance document and statutory requirements.

Since 2019, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations made under sections 34 and 35 of the Children and Social Work Act 2017, says that by law all schools must teach children about relationships and health.

PSHE helps us keep children safe. It also helps prepare them for life as they grow up. We teach PSHE in a way that suits the age and stage of our pupils.

With the support of the Pan-Staffordshire PSHE Education Service we have created this policy to show what and how we teach in PSHE and why it is important.

What is PSHE?

PSHE is the curriculum subject designed to help children and young people stay healthy, safe and prepared for life and work. PSHE education helps children to feel confident, solve problems and know what to do if something worries them, teaching them to make safe, kind and sensible choices as they grown up.

There are parts of PSHE which are statutory and schools must teach. These are outlined in the RSHE guidance, and require children and young people to learn, in an age-appropriate way to:

- Recognise and manage their feelings
- Build healthy friendships
- Stay safe online and in their communities
- Make positive choices
- Look after their body and mind
- Respect other people
- Describe parts of the body and how it changes

Other elements are not statutory, but we believe they are important for children to learn about, such as economic wellbeing and career-related learning.

Why is PSHE Important?

Our PSHE programmes in our school link to our Trust values of Belonging, Connection and Purpose. They provide a framework through which key skills, knowledge and attributes can be developed and applied. Effective PSHE promotes positive behaviours, good mental health and wellbeing, resilience, achievement and raises aspirations. It helps children to stay safe online, develop healthy and safe relationships, make sense of the messages they see in the media, challenges extreme views, and provides them with the skills and attributes to make healthy

safe, positive choices, challenge respectively, negotiate and assert themselves now and in the future, preparing them for an unknown world.

Our PSHE provision aims to develop confident, creative, and capable people who can think independently and solve problems and identify and build positive relationships with themselves and others. Social and emotional development is woven throughout each school's curriculum and daily life, helping our children to regulate their emotions and develop a strong sense of values.

Providing a high quality PSHE curriculum also ensures that all children in CCLT schools are enabled to access the rights afforded to them through the **United Nations Convention on the Rights of the Child.**

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.*

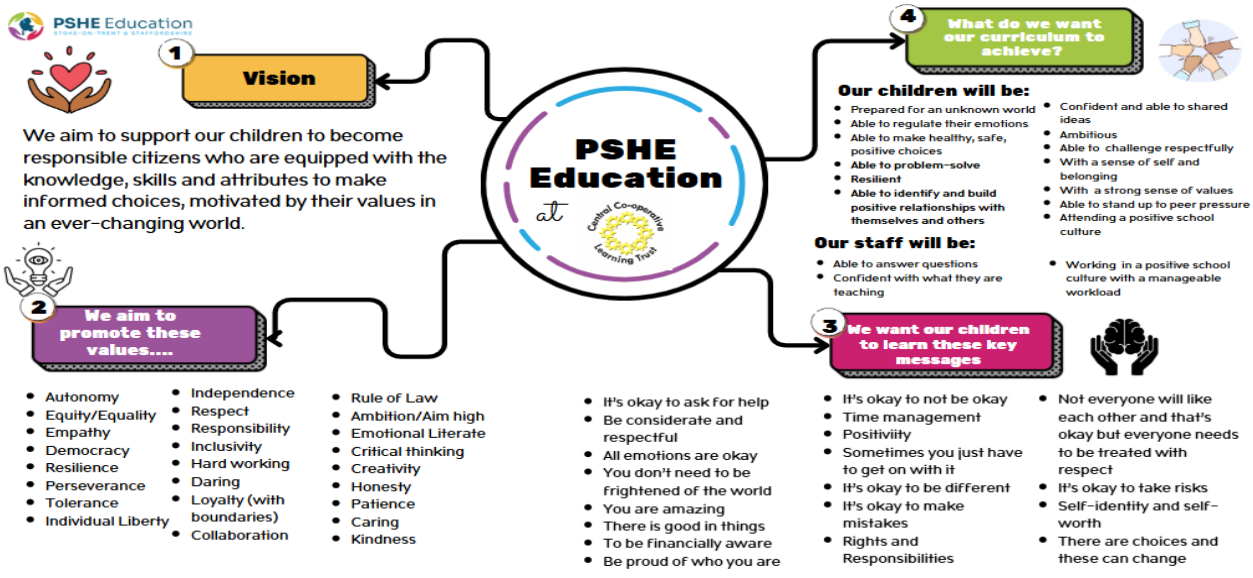
Article 12 Respect for children's views *Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously***.**

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.*

As a Trust, our PSHE Leads, supported by the Pan-Staffordshire PSHE Education Service, have created this outline of PSHE education at the Central Co-operative Learning Trust, which shows the vision, key messages, values and achievements of our curriculum.



We know parents and carers play an important role in teaching their children about relationships, growing up and keeping safe. We also know that some parents and carers may not feel confident talking about these topics. Our PSHE lessons help make sure all children get the information they need to stay safe and make healthy, positive choices

Curriculum Planning

All CCLT schools deliver a well-planned PSHE programme based on a spiral curriculum, where key themes are revisited and built upon over time. The curriculum is designed to:

- Provide our children with the knowledge, confidence and self-awareness to make informed, positive choices and decisions to keep themselves and others safe
- Develop knowledge and understanding of positive, healthy and respectful relationships
- Promote understanding and respect for a range of families, relationships, values, beliefs and faith perspectives
- Help our children reflect on and make sense of their personal and social experiences.
- Promote positive attitudes towards maintaining good physical and mental health through safe and healthy lifestyles.
- Foster respectful and caring relationships with others.
- Encourage and care for the environment.
- Support our children in understanding, managing and regulating their emotions, building resilience, and becoming independent, curious problem-solvers.
- Support our children to use the internet and digital technologies safely and responsibly
- Develop pupils understanding of reproduction and birth taught within the context of loving and caring relationships
- Ensure they know when, how and where to access appropriate support.

How delivery of this content is structured is outlined in each school's long term curriculum plan which can be found on their respective websites. This approach ensures that pupils deepen their understanding and develop the skills they need to thrive both in school and beyond.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE education are critical to ensuring children and young people are effective learners

Our PSHE curriculum is based on the needs of the children in each school with clear learning outcomes appropriate to their age, development, ability and level of maturity. PSHE is firmly embedded within the broader curriculum, including science and PE, in addition to more focused learning in PSHE sessions and assemblies.

The DfE has set out guiding principles for effective RSE delivery. These principles are utilised to inform our PSHE and RSE programmes and are reflected throughout this policy:

- Engagement with pupils
- Engagement and transparency with parents/carers
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participatory education
- Whole school approach

Pupil Voice and a Needs-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 in all CCLT schools, and these are listened to, valued and respected.

Information gathered from pupil voice, 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.

The Curriculum

PSHE is taught to every year group in all CCLT schools.

The curriculum is age-appropriate and progressive, building on the children's knowledge, and skills year on year. Our content and delivery support children to develop a positive view of healthy relationships, being healthy and keeping safe. We work to objectives in each year group that support the outcomes outlines in the DfE's RSHE guidance.

In the Early Years Foundation Stage (EYFS) children are taught PSHE through Personal, Social, Emotional Development (PSED), which sits outside of this policy.

In line with government guidance, the following topics are covered by our PSHE programme:

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

Some elements of PSHE are delivered through the National Curriculum for Science, for example:

- Year 2
    - Pupils should be taught to:
        - Notice that animals, including humans, have offspring which grow into adults
        - Describe the importance for humans of .....personal hygiene
- Year 5
    - Pupils should be taught to:

- Describe the changes as humans develop to old age

In line with government guidance, as part of PSHE, when learning about their bodies, children will be taught scientific names for genitals in an age-appropriate and sensitive way.

The statutory RSHE expectations and associated vocabulary, and the statutory Science expectations for each year group are provided in the 'CCLT Agreed Curriculum Content' (Appendix A)

As outlined in the statutory RSHE guidance, it is important that our curriculum is relevant and responsive to the needs of our children. Therefore, the PSHE Leads in each school constantly review the curriculum to ensure to address current safeguarding needs and trends in order to keep children safe. This may mean that we need to add content to the programme. Where this is the case, parents and carers will be informed in advance and be able to request access to the resource that will be used.

Resources

As with other subjects, the breadth of the PSHE curriculum means that across the Trust we use a wide variety of age-appropriate activities, books and resources, provided through each school's particular schemes of work, and other quality-assured reputable sources. All resources are reviewed prior to teaching to ensure they are accurate, age-appropriate, and evidence-based.

CCLT encourages engagement from parents and carers in our PSHE programmes. Requests to view resources and discuss the delivery and content of the lessons should be made to the relevant school.

Sex Education

In addition to Relationships and Health education, CCLT schools also cover sex education in Year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as sexual consent. It is taught in an age and stage appropriate manner.

Parents and carers can withdraw their child from this learning if they choose to.

Parental Right to Withdraw

CCLT schools will always try to work with parents and carers and listen to their views. Parents and carers can choose to take their child out of the sex education lessons in our programme, except for the parts that are taught in Science. Learning about puberty is taught as part of the statutory health education element of the wider RHSE programme. There is no right to withdraw from any other element of the PSHE curriculum including Relationships Education or Health Education.

In the CCLT RHSE programme, only one of the lessons counts as sex education. This is the only lesson parents may withdraw their child from.

- Year 6 - Conception and Contraception

If parents want to withdraw their child from this lesson, the 'Parental Request to Withdraw 'form contained in Appendix B should be completed and sent to the Headteacher of the child's school. Children who are withdrawn will be given other suitable work to do in agreement with the parent.

Teaching and Learning

In all CCLT schools, PSHE is taught through a range of teaching methods including group and whole-class discussion and other age-appropriate interactive and participatory activities.

CCLT schools ensure the curriculum is a balance of knowledge, skills and attributes to enable children to make healthy, safe choices relevant to their lives incrementally.

We ensure that each school follows an evidence-based framework of learning and teaching PSHE to ensure that we are in line with best practice and statutory requirements. Our staff follow this through their long, medium and short term PSHE planning. All teaching staff, including Early Career Teachers (ECTs) and new members are supported to meet this framework.

The personal beliefs and attitudes of staff will not influence the teaching of PSHE. A balanced and non-judgmental approach will be taken. Staff delivering or contributing to PSHE will work to the agreed values within this policy.

Within PSHE children will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex at the appropriate age and stage of their development. To achieve this a range of teaching strategies will be used including:

- Establishing group agreements with pupils
- Using distancing techniques e.g. case studies, scenarios
- The provision of a 'question box' during each planned session
- Responding to pupil's questions in an appropriate manner
- Using interactive and participatory teaching methods, with opportunities for discussion
- Opportunities for reflection.

External Providers

Occasionally CCLT schools utilise external providers to enhance their 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, schools 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 are reviewed by the school prior to delivery and will be made available for parents and carers on request.

Establishing a Safe Learning Environment

PSHE education covers a range of topics that are close to the real-life experiences, it is essential to establish a safe learning environment, where our children are not put at risk of emotional harm. We want our children to feel safe and participate in our PSHE lessons. To help every child take part, staff will make a group agreement with each class. This agreement explains how we

treat each other with rights, responsibilities and respect. The agreement will also explain the rules for asking questions. Everyone will agree to follow it.

Responding to Questions and Managing Disclosures

As with any topic, pupils will ask questions during PSHE to further their understanding, it is important to our Trust that our children feel able to ask questions and that our staff are confident in responding. We support children to ask questions and recognise that some children may feel less comfortable to do so. Staff will therefore encourage pupils to ask questions during sessions. Due to the sensitive topics PSHE explores staff will employ strategies to ensure that the questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind children that questions are not to be personal but general. For example, asking about the staff member's own experiences or directly naming themselves or other class members.

When children can write independently, they will be introduced to the 'question box' where they can place their written question. This allows staff the opportunity to group questions into themes and filter any that might need to be answered on an individual basis, or in some cases, referred to parents and carers.

Due to the nature of PSHE education, pupils' learning may result in them making a disclosure. All staff will be mindful of their safeguarding role and will follow the Trust's Safeguarding policy if a question raises concerns of this nature or if a disclosure is made. External providers are bound by the Trust's safeguarding and confidentiality policies and not their own.

Staff will use the following strategies to deal with unexpected questions:

- If a question is personal, the staff member will remind pupils of the rules set in the group agreement
- If the staff member does not know the answer to a question, the staff member will acknowledge this and will either research the question and provide an appropriate answer later if related to the topic being taught and appropriate for the age group or will speak to the PSHE Lead
- If the question is too explicit, outside set parameters (including if a child has been withdrawn from sex education), inappropriate in a whole class setting or raises safeguarding concerns the staff member will attend to it on an individual basis, this could include sharing the question for parents and carers to respond to.

Sometimes children may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE Lead as part of the evaluation and monitoring process.

Accessibility of the Curriculum

It is not our Trust's policy to withdraw children with special educational needs from any element of PSHE education to catch up on other national curriculum subjects; these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where

necessary to ensure all children are enabled to develop key skills, knowledge and attributes developed through our PSHE curriculum,

Our staff are enabled to adapt the curriculum content to meet the needs of the children in the class and to adjust the learning content in order to meet the learning outcomes and needs of the group.

All CCLT schools ensure that all aspects of PSHE are inclusive and relevant to all our children. For example, ideally, all children should learn together about the physical and emotional changes that can happen during puberty as this approach helps to build empathy, understanding across the genders and reduces the risk of teasing or stigma. However, we understand that for some children, learning in mixed groups like this for sensitive topics may not be appropriate, therefore individual schools may take a slightly different approach to ensure the needs of their children are best met.

We are required to comply with the requirements of the Equality Act 2010. As a Trust we value diversity, encourage respect for all and promote the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

As a Trust, we deliver PSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect.

We also recognise and respect the diverse ethnic, religious and cultural backgrounds of the children in our schools, as well as the variety of family structures they may come from. Our teaching and resources reflect this diversity, promoting inclusion and helping all children feel seen, valued, and respected in Relationships Education.

Some of our children may also have parents/carers, family members and/or friends who identify as gay, lesbian, bi-sexual or transgender (LGBTQ+). Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps to create a safe environment for all pupils and staff.

Under the Equality Act, the Public Sector Equality Duty requires schools to eliminate discrimination and promote equality in all aspects of school life, including policies and the curriculum. Schools have a legal duty to actively challenge discrimination and foster an environment where diversity is respected and valued.

To meet this responsibility each school must help our children to understand and appreciate differences, and encourage respectful relationships with others, regardless of background or identity. Further information and relevant associated polices can be viewed on each school's particular website

Staff Training

CCLT ensures that any staff delivering PSHE are skilled and confident to do so. Each school undertakes a regular staff PSHE training needs assessment to identify areas for development.

They provide regular training and updates to staff around PSHE through INSET days and staff meetings. If a staff member has additional learning and development needs these are supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

The PSHE lead in each CCLT school attends regular CCLT PSHE Lead network meetings, as well as network meetings and training sessions hosted by the Pan-Staffordshire PSHE Education Service to keep their knowledge and practice relevant and up-to-date.

Assessment

Assessing and evaluating activities can support curriculum design and adaptations to the PSHE curriculum to ensure it is relevant and engaging.

All schools use baseline assessment activities to find out pupil's prior knowledge. This enables our staff to adapt/review and plan the subsequent lessons accordingly.

Assessment is an ongoing process. It is an important aspect of PSHE education and is not about 'passing' or 'failing' or about behavioural outcomes. Assessment enables staff to:

- identify pupils' starting points for each topic
- demonstrate high expectations for pupils' learning and progress
- provide feedback on pupils' progress and attainment

Monitoring and Evaluation

Monitoring and evaluating the PSHE curriculum is essential to ensure it is effective, inclusive and meeting the needs of all our children within the context of their community. Our evaluation is structured around the key areas of Intent, Implementation and Impact.

A range of activities to evaluate the curriculum are used including:

- Lesson observations
- Staff feedback
- Curriculum maps and planning documents
- Pupil Voice
- Behaviour and safeguarding data
- Parent/Carer feedback

Engaging Parents and Carers

CCLT recognise that PSHE is strongest when there is communication and collaboration between school and home.

We recognise that parents and carers are the first teachers of their children and welcome their engagement with our PSHE programme. We believe it is important that parents and carers fully understand the purpose and content of our PSHE curriculum, which includes our RSHE curriculum. Open communication and opportunities to ask questions help build trust and confidence in our approach.

All CCLT schools will use their own arrangements to ensure parents are informed about what will be taught and when through and provide examples of the resources each school plans to use.

We encourage parents to view these resources so they can support their child's learning at home. It is important that RSHE delivered in school is explored in more detail within the context of individual families.

This policy is available to parents and carers via the Trust website or by contacting the Trust office. Individual school's policies are available on their websites or by contacting the relevant school office.

Schools will regularly consult with parents and carers about any needs they may have in relation to our PSHE programme.

Any parents wanting more information about our PSHE curriculum should contact the PSHE Lead of their child's school.

Creation, Consultation, Monitoring and Review of Policy

This CCLT Trust policy was developed with support from the Pan-Staffordshire PSHE Education Service and in consultation with members of the wider communities of each Trust school.

In creating this policy, we have also considered the government's statutory guidance for RSE and Health Education (2025).

The RSE policy and curriculum will be reviewed May 2028 by the CCLT PSHE Lead network group on behalf of the Trust board. The review will be informed by the following:

- Pupil and staff evaluation of the programme
- Changes in legislation and guidance
- Parent/Carer feedback

The Trust Board has overall responsibility for ensuring that statutory requirements for PSHE and RSHE are met across all schools. Local Governing Bodies (LGBs) are responsible for monitoring the implementation of this policy within their school and for ensuring that it reflects the needs of their community.

Complaints about PSHE will be handled in line with the Trust's complaints policy, which is available on www.centralclt.com.

Version Control

Created By	Approved Date	Changes Made	Review Date
CCLT PSHE Leads		New Policy- new DfE statutory guidance (Sept26)	May 2028