



PSHE Consultation: Summary of Findings

June 2026

From September 2026, new statutory requirements on what schools must teach in Relationships Education, Health Education and Sex Education (RHSE) must be implemented.

As a response to the changed requirements, Grendon Primary School has reviewed plans for the full PSHE (Personal, Social, Health and Economic education) offer, formulated a proposed policy and conducted a parental consultation **to endorse the school's decisions**.

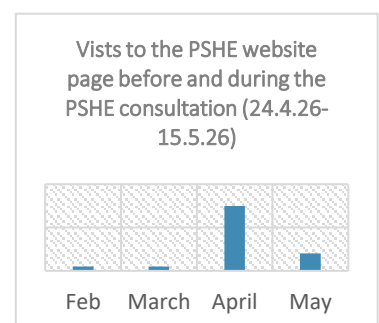
The consultation ran between 24th April 2026 and 15th May 2026 and included information on the school website and a survey for communicating views.

Our proposals for PSHE education

- At Grendon, we already cover Relationships Education and Health Education as part of our broad PSHE (Personal, Social, Health and Economic education) teaching. We plan to continue with this model.
- We have historically chosen to teach age appropriate sex education and plan to continue to do this in Year 6.
- Our PSHE teaching is, and will continue to be, age appropriate and delivered in a sensitive manner where children are taught about social norms in an impersonal and factual way.
- From September 2026, we propose using the government approved PSHE Association documents to teach our PSHE lessons. This will be a change from the SCARF materials we have used in recent years.
- Parents will continue to be informed about the content of PSHE lessons each term and will be invited to discuss or view any materials before teaching.
- There will be one **optional lesson 'How a baby is made' where in Year 6 children will be taught** about sexual intercourse and pregnancy.
- Parents have a right to request their child is withdrawn from the optional Y6 sex education lesson. All other lessons address statutory Health Education or Relationships Education content and while we will continue to invite parents to view the materials that will be used, there is no parental right to withdraw children from the lessons.

Consultation Findings

- ☀ 44 families representing 56 children responded to the survey.
- ☀ Children from all year groups across the school from Reception up to Year Six were represented in the responses.
- ☀ The PSHE website page hosting information about the new statutory requirements and our proposed new PSHE policy saw a huge engagement increase from March to April. A higher than normal level of engagement continued into May.



Headline Summary

86% of respondents had a positive opinion of the proposed PSHE curriculum.

This is a strong level of confidence **and validates the school's plans to continue with the plans.**

The proposed PSHE curriculum meets my child's needs



Further Details

Parent responses are overwhelmingly in support of teaching about living a healthy life and helping children to understand emotions as well as exploring mental health and wellbeing.

It is important to teach children about healthy lifestyles because establishing healthy habits in childhood is essential to the development of children. Talking about mental health can lower anxiety, raise awareness and signpost children to access help.

At Grendon, **healthy living, wellbeing and emotion are prioritised in Grendon's Goals** and taught across science, DT, PE and PSHE. In PSHE, children will learn about living a healthy life including diet, exercise, sleep and dental health and managing mental health including anxiety, responding to change and grief.

Learning about emotions is important



Learning about mental health and wellbeing is important



Learning ways to keep my body healthy is important



Responses showed that parents are strongly in favour of teaching children about managing risks including drugs education.

The RHSE statutory guidance requires all children to know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Educating children about drugs is important because while data suggests that smoking is declining among children and adolescents and illicit drug use has also generally declined, vaping has seen an increase. PSHE drugs education supports children to recognise and assess risk in their health decisions. For KS1, the focus is strongly on keeping safe around household products and medicines.

Strategies for managing risk are explored across the school.

Year 1 learn about hazards around the home,

Year 2 explore road and rail safety as well as emergency responses.

Year 3 learn about being safe in the sun, on the railways and near water.

Year 4 explore safety around fireworks, and gambling as well as receiving drug education and exploring peer influence.

In Year 5, children learn to manage the risks when socialising online and learn about cybercrime.

In Year 6, children receive further drug education exploring both legal and illegal drugs and the associated risks.

Learning how to manage risks is important



Learning about medicine, smoking, drugs and alcohol is important



Responses showed that parents are strongly in favour of teaching children about staying safe online and online citizenship.

We teach digital and media literacy because children spend an increasing amount of time online and this exposes them to risks.

20% of children aged 5-7 and 55% of children aged 8-11 now own a mobile phone and while social media platforms have age restrictions of 13+, it is common for children aged 8-11 to have access to these; TikTok- 32%, WhatsApp-32% and YouTube- 27%.



Children disproportionately use social media for accessing news and this leaves them at risk of mis-information and dis-information.

Maintaining friendships and relationships online can be difficult as it is often easier to misinterpret what is said or for the normal kindness filter you would apply in a face-to-face scenario to be ignored when looking at a screen. Ofcom's media and attitudes survey in 2023 revealed that 20% of 8-11 year olds said they had experienced something nasty or hurtful online. Ofsted's research matches our own school's experience where the sharing of inappropriate images and videos online is an issue in primary as well as secondary schools.

Children also need to be protected from interacting with strangers on the internet. The 'girls attitude survey' found that 44% of girls aged 7-10 have had strangers message them or send friend requests when playing games online.

Learning how to stay safe online is important



Learning to evaluate what you read online is important



Parents are united in the belief that learning about money is important.



Our PSHE provision will address economic wellbeing and careers in Year 2, Year 4 and Year 6. Lessons will focus on developing healthy habits and attitudes relating to money and exploring online financial harms. Children will also learn about community responsibility.

Learning about money is important



Answers for the final questions were all mostly in favour of our policy decisions but displayed more division between parental opinions.

Our response to each concern raised and an explanation of our decision making will follow each data.

Learning to build and maintain healthy relationships is important



Concern raised in survey

Teaching Consent

☀ Children should be taught it is OK to walk away and distance yourself to respect **your own boundaries and others'**.

Our response and explanation

PSHE lessons across the year groups focus on teaching children how to build kind, caring and respectful relationships with the people around them; friends, family; other adults and eventually a partner. By providing children with models of effective relationships and strategies to manage conflict they are able to interact with the people around them.

	<p>We believe that teaching pupils about body autonomy and their right to give or withhold consent is very important.</p> <p>Consent is a recurring thread through the PSHE Association’s curriculum map. The scheme addresses ways to build and maintain healthy friendships.</p> <p>Consent is addressed in lessons beginning in Year 1 on asking permission and moving to the Year 6 unit on ‘Respecting Boundaries’. By teaching consent (permission seeking and boundaries) in primary school, children will have the building blocks necessary to understand sexual content in secondary school.</p> <p>The NSPCC ‘Talk Pants’ lessons in Year 2, 4 and 5 are designed to help children to recognise and speak out about abuse. Body autonomy is also addressed through on-going discussion about online images, female genital mutilation</p>
<p><u>Sexuality</u></p> <ul style="list-style-type: none"> ☀ Parents should have the right to withdraw their children from LGBT lessons. ☀ I would prefer for my child not to take part in lessons about relationships and identities as I would like to approach this subject at home in our own way 	<p>Schools are required to comply with the Equality Act 2010 when teaching RHSE. Topics must not be taught in a way that discriminates against pupils or amounts to harassment. Pupils need to be taught to understand the importance of equality and respect.</p> <p>The statutory guidance for Relationships Education states that schools should be sensitive to pupils’ circumstances, recognising that families of many forms provide a nurturing environment for children and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances. The guidance adds ‘pupils should know ‘that the families of other children, either in school or in the wider world, sometimes look different from their family but that they should respect those differences and know that other children’s families are also characterised by love and care’. Parents do not have a parental right to withdraw pupils from lessons addressing LGBT content’.</p> <p>Our termly letters will always highlight when relationships will be taught and the content of these lessons so at that point parents will have the opportunity to address any ideas themselves at home before the lessons occur in school.</p>

Knowing names for my body parts can keep me safe



Concern raised in survey	Our response and explanation
<p><u>Spoilt Innocence</u></p> <ul style="list-style-type: none"> ☀ It’s a little too informative for my liking 	<p>Education plays a key role in safeguarding children from abuse. In this case, we believe that information is power.</p>

- ☀ I don't agree with showing children diagrams of private areas of the body
- ☀ Grooming needs to be taught

It is uncomfortable but true that government data shows that in 2025, 29,560 children in the UK were affected by child sexual abuse (CSA) and 12,120 were victims of child sexual exploitation.

For a child experiencing sexual abuse, not having the correct vocabulary to share what is happening to them, believing what is happening is normal or that they will get into trouble for sharing their experiences are key reasons why children might not share that they are experiencing abuse.

While the scheme does not explicitly teach grooming, by teaching children about body autonomy and giving them the correct vocabulary to describe their bodies and outlining steps to take we protect them and increase the likelihood that any abuse will be identified.

www.nspcc.org.uk/keeping-children-safe/reporting-abuse/what-if-suspect-abuse

When we teach body parts, this is presented as factual information. Children are familiar with learning new vocabulary and are often less phased than adults at the names. Teachers model using correct scientific names for body parts and children are encouraged to do the same.

Lesson resources used for labelling body parts are illustrations rather than photographs. Using pictures is important so children are able to fully understand human bodies.

Understanding how bodies change during puberty is important



Concern raised in survey

Periods

- ☀ Children need to be taught about periods before Year Six.
- ☀ I think you need to think about girls starting their periods earlier and how they can deal with this.

Our response and explanation

The NHS says that the average age for girls to start puberty is 11 and for boys it is 12 but it is perfectly normal for puberty to begin at any point between 8 and 13 for girls and 9 and 14 for boys.

Health Education guidance states that 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience'

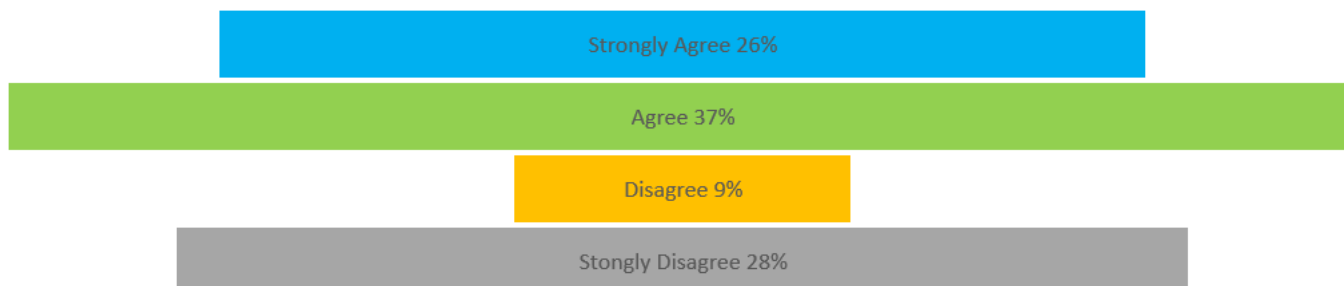
When teaching about puberty, we address both physical and emotional changes. Puberty is addressed in both Year 4 and Year 6 lessons:

- ☀ Children in Year 4 have a unit called 'Me, my body and growing up' in which they learn about the changes that occur during puberty for both girls and boys. These

changes include menstruation and wet dreams. Children will also learn about hygiene, emotions and feelings.

- Year 6 pupils revisit this content in a unit called 'Changes in puberty (and sex education)'. Here children revisit the physical changes but also begin to think about their increasing independence and changing relationships.

Learning how babies are made (sex education) in Year 6 is appropriate



Concern raised in survey	Our response and explanation
<p><u>Teaching sex education in Year 6</u></p> <ul style="list-style-type: none"> Sex Education shouldn't be taught in Year Six. Learning about sexual education such as where babies come from shouldn't be taught in primary schools. Children are too young for this education. It shouldn't be taught until Year 8 Sex education and the making babies lesson is inappropriate for children of 10 years old. Why do they need to know these things so early? I don't think children should be taught about sex in Year Six. Children's innocence is being taken away and the seed of exploring sex and relationships is being pushed into their head from an age that is far too young. I am afraid that teaching young people these details will encourage sexual relationships at a much younger age. It's completely unnecessary for a 10-year-old to be thinking about that. I understand they need to know about changes happening to them but sex is completely inappropriate and disgusting to be teaching such young children. Sex education should not be taught so openly at this age as children do not need the topic introduced to them 	<p>Teaching age appropriate sex education in a primary school is not statutory however the guidance for September 2026 is clear that while each individual school is required to make the right decision for their pupils teaching sex education is a recommended choice.</p> <p>At Grendon, we are confident that there is an important place for sex education in Year 6. Our school has historically opted to deliver sex education primarily due to high rates of teen pregnancy in the local health area. Our consultation data shows that 63% of our families agree that learning about how babies are made is appropriate for Year 6 pupils. This year, 83% of our Year 6 pupils participated in sex education.</p> <p>We are confident that receiving sex education in the nurturing and familiar environment of primary school is an important element of preparation for secondary school where children may be exposed to confusing playground mis-information without the familiar trusted adults and support network they have established at primary school.</p> <p>It is a misnomer that teaching about sex encourages exploration. The Family Planning Association data based on 87 different scientific studies is clear that good quality sex education will delay the age that young people first have sex and leads to less frequent sex with fewer partners, fewer pregnancies and less non-volitional non-consensual sex. Sex Education Benefits and Statistics</p> <p>Our single Sex Education lesson 'How a Baby is made' in Year 6 outlines that sex is an activity for adults that should be taken seriously.</p>
<p><u>Parental Choice</u></p> <ul style="list-style-type: none"> I think some of the lesson content should be optional I would prefer not to have any content on anything related to sex as 	<p>We remind children that they are learning about this because they are now old enough to understand but that they should not discuss what they learn with younger siblings. We are clear that having sex is a choice which adults can make and</p>

<p>this should be taught by parents/guardians when they feel the child is ready.</p> <p>☀️ There needs to be an option to opt out of sex education</p>	<p>the law states that 16 is the youngest that anyone should be having sex.</p> <p>We believe it is important for to offer the opportunity for children to learn about sex because for many children learning about puberty it completes the circle and helps to explain why the body develops. We explain that the body changes so that once you are emotionally mature enough and have the right partner, you are able to start a family.</p> <p>Children are not taught how to have sex in sex education lessons not are they shown videos of sexual intercourse. Sexual intercourse is introduced using bland cards which feature factual sentences to simply describe the process.</p> <p>Until 3 school terms before a child turns 16 and children can make the decision to participate or not for themselves, there is a parental right to withdraw children from sex education. At Grendon we fully respect this parental entitlement. We are open to sharing the lesson content to support parents to make an informed decision and will always honour written requests for children to be withdrawn from the optional lesson 'How babies are made'.</p>
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Next Actions

Following the positive response of the consultation, the policy will be submitted for approval from the governing board and delivery will commence from September 2026.

Appropriate staff CPD will be delivered to ensure continued best-practice delivery of the policy and curriculum.

Parents will continue to receive termly information describing the lesson content which will be addressed through PSHE lessons. Parents will continue to be invited to view any materials or to discuss lessons with staff to ensure a shared approach to teaching PSHE between home and school is maintained.