



# Primary PSHE Policy

(Personal, Social, Health and Economic Education)

## Including Relationships and Sex Education

Audience:	REAch2 Staff Local Governing Bodies Trustees Parents
Ratified:	
Other related policies:	Safeguarding & Child Protection Policy Behaviour Policy Anti-Bullying Policy Online Safety Policy Mental Health Policy SMSC Policy Marking, Feedback and Assessment Policy Managing Drug Related Incidents Equality Duties Framework SEND Policy Inclusion Policy Child on Child Policy Equality, Diversity and Inclusion Policy SEND Information Report
Policy owner:	Gill Ellyard
Review:	July 2027, in line with national curriculum review Every three years thereafter

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.



## Leadership

Finding the leader in all of us.



## Inclusion

Realising the greatness in our difference.



## Learning

Creating exceptional opportunities for learning.



## Enjoyment

Loving what we do.



## Inspiration

Feeling the power of the possible.



## Integrity

Being courageously true to our purpose.



## Responsibility

Unwavering commitment to seeing things through.

## 1. Policy Development

This policy has been developed by school governors, senior leadership team and PSHE Subject Lead, in line with the latest DfE statutory and non-statutory guidance. It has been informed by feedback gathered from school and community stakeholders, including pupils, parents/carers and wider partners.

## 2. Links to other School Policies

PSHE sits within our whole school approach to supporting pupils' overall personal development, including their relationships, behaviour and overall safety, health and wellbeing. Within this context, it is important to read this PSHE policy with the following related school policies:

Safeguarding & Child Protection Policy

Behaviour Policy

Anti-Bullying Policy

Online Safety Policy

Mental Health Policy

SMSC Policy

Marking, Feedback and Assessment Policy

Managing Drug Related Incidents

Equality Duties Framework

SEND Policy

Inclusion Policy

Child on Child Abuse Policy

Equality, Diversity and Inclusion Policy

SEND Information Report

## 3. Legislation and Guidance

From September 2026 it will be mandatory for all schools to follow the updated DfE Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, July 2025), made under sections 34 and 35 of the Children and Social Work Act 2017. Schools can adopt this early from Sept 2025.

This guidance makes Relationships Education compulsory for all primary pupils, and Health Education compulsory for all primary pupils other than for those in Independent schools where PSHE is already statutory.

Our PSHE policy complies with these requirements and recommendations to deliver statutory Relationships and Health Education, as outlined and delivered through our PSHE curriculum.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.

We are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. See section 8 for further information specific to Sex Education.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE)
- Science programmes of study: key stages 1 and 2 (DfE)
- Teaching about relationships, sex and health (DfE)
- Keeping children safe in education (DfE)

#### 4. Purpose of Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and pupils about our PSHE programme including:

- our overall intention and aims for delivering PSHE, including Relationships, Sex and Health Education
- our definitions for Relationships Education, Sex Education and Health Education
- guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that guide safe and effective delivery
- information for parents/carers about our full PSHE programme, including specific information on Sex Education, our annual parental engagement procedures and parents' right to withdraw their child from sex education
- our commitment to supporting a skilled delivery team through CPD opportunities
- how we monitor, evaluate and assess PSHE including arrangements for policy review

#### 5. Aims of Policy

With our children and young people living in an ever changing online and offline world, facing increasing opportunities and more complex challenges, it has never been more important for us to equip our pupils with a strong foundation of the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE **aims** to support our young people to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives.
- understand the importance of self-respect and self-worth, knowing the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- nurture mutual respect, treating others equally through an appreciation for diversity and respect of others.
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships, including being able to identify risks and harms, within friendships both in person and online and relationships within the family.

- understand the importance of taking responsibility for one's own health and wellbeing, knowing links and differences between mental and physical health, and using self-care strategies for both
- understand about consent in all relationships, including resisting pressure and/or not applying pressure through respect for others' boundaries
- use critical thinking skills to understand and analyse information and keep themselves safer in digital and physical spaces
- develop confidence in decision making, understanding consequences, acting on informed choices
- address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support
- develop financial capabilities and money management skills, including managing financial harms and risks, to achieve economic wellbeing
- understand about becoming responsible citizens who have rights and responsibilities that help them make a positive contribution to society, including in their careers and other future opportunities.
- enjoy successes in their own progress, identifying and achieving academic and personal goals that enable them to thrive in all areas of their lives.

## 6. Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The headteacher is responsible for:

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects
- Ensuring that parents are fully informed of this policy
- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Reviewing this policy on an annual basis

The relationships and health education subject leader is responsible for:

- Overseeing the delivery of the subjects
- Ensuring the subjects are age-appropriate and high-quality
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not promote personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships and health education
- Responding to any safeguarding concerns in line with the safeguarding and child protection policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND
- Working with the relationships and health education subject leader to evaluate the quality of provision

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising teaching staff on the use of support staff in order to meet pupils' individual needs.

## **7. Definitions for Relationship Education and Health Education**

### **Relationships Education:**

“Relationships Education enables the physical, cultural, social and emotional development of pupils. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, to have an understanding of the legal aspects of human relationships and to develop an understanding of tolerance and diversity, now and in the future”.

## **Health Education:**

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to understand about health related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future”

## **8. Organisation of the curriculum**

All teaching staff deliver weekly 45 minutes PSHE lessons to all year groups across the school, alongside planned enrichment opportunities including, Anti-Bullying/ Friendship Week, Aspirations Week, Aviation Day, Votes4Schools.

We deliver the vast majority of PSHE through whole class lessons, within which we may run smaller, targeted groups, in response to identified needs of specific pupils and weekly phase assemblies in response to school specific needs. We may occasionally deliver in same sex groupings, for example when exploring specific or sensitive issues such as reproduction, although this is followed up with whole class learning, to ensure that pupils also have the opportunity to engage with everybody’s ideas, experiences and understanding. In the education of promoting healthy lifestyle, the curriculum aims to ensure that children attain their full potential regardless of gender, race, or cultural background in accordance with the whole school policy. The materials promoting a healthy school reflect for a multicultural society the uniqueness of each person. We recognise that children have different needs in their learning and therefore a variety of approaches will be used to ensure work is challenging and appropriate for all pupils.

See our website for our PSHE Education Curriculum Overviews.

We organise all statutory content, and elements of the non-statutory guidance as follows:

### **Statutory content:**

#### **Relationships Education (KS2 7-11 years)**

- Families and People who Care for Me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

#### **Health and Wellbeing Education (KS2: age 7-11 years)**

- 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 (*including puberty and naming correct body parts*)

## Science Curriculum (statutory content related to Relationships and Sex Education)

### Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents/carers
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

### Non-Statutory Content: (KS2: age 7-11 years)

- Economic Wellbeing – *beyond compulsory content included in the statutory relationships and health education including financial wellbeing online, identifying and managing financial safety, harms, scams, risks etc.*
- Careers

### Non-statutory Sex Education

- 1 lesson on conception\* in Y6 \* *this is the only content that parents/carers can withdraw from – see section 8*

## 8.1 Cross curricular links

Through identified cross curricular links with relevant subjects we further complement, reinforce and extend our pupils' PSHE learning through related contexts, being clear not to duplicate or repeat any learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

## 8.2 Adaptations to the PSHE Curriculum

The organisation of our PSHE curriculum is flexible where needed, allowing us to respond to the feedback gathered by school and community stakeholders, alongside emerging concerns, relevant local health information, data such as from the local SHEU survey, community issues, and/or news related events.

We regularly engage our pupils, parents/carers and wider stakeholders in the review and development of our PSHE curriculum, as follows:

- Pupil engagement – annual surveys, focus groups, subject reviews, PSHE discussions and pupil voice sessions with the Learning Council.
- Parental engagement – annual RSE information and engagement meetings and parent meetings, policy ‘feedback comments’.
- Community partners – partner discussions, external training content, local/national data provided by partner organisations.

## 9. Issues Specific to Sex Education

### 9.1 Definition for Sex Education

Sex Education is lifelong learning about the physical, social and emotional aspects of human sexuality, including skills, attitudes and information on topics like reproduction (conception and birth), relationships, and identity.

Sex Education aims to equip young people with the knowledge, skills, and values to have safe, fulfilling, and responsible relationships and to take responsibility for their own health and wellbeing.

### 9.2 DfE Recommendation for Sex Education

Whilst Sex education is not compulsory in primary schools, we are following the DfE recommendation to deliver Sex Education in Year 6, in 1 lesson about conception/how a baby is made and birth. We feel this non-statutory content is important to address many of the questions that children have and are taught in the context of healthy adult relationships, complementing the factual description of human reproduction and conception covered in statutory science, and sitting alongside statutory Relationships and Health Education including content on puberty and changing bodies.

### 9.3 Engaging with Parents/Carers

We understand the important role parents play in enhancing their children’s understanding of PSHE. We also understand how important parents’ views are in shaping the curriculum. We work closely with parents to ensure their views are fully heard and considered by establishing open communication, and opportunities for consultation and feedback. On entry to the school, parents/carers are invited to read our PSHE policy, including our approach to Sex Education. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children’s education, including sexual matters, and as such we prioritise open and transparent engagement, keeping all parents/carers fully informed of the content and delivery of our PSHE curriculum, reinforcing this dual responsibility for PSHE learning.

We take every opportunity to inform and involve parents/carers, providing transparency of the content and delivery of our relationships, sex and health education, in the following ways:

- By inviting parents/carers to discuss personal development, including PSHE, when their child enters the school

- By inviting parents/carers to an annual meeting to discuss Relationships, Sex and Health Education in the school. During this meeting, there are opportunities for parents/carers to review curriculum content and resources, including any used by external partners and to address any questions or issues they have. It is also made clear about their parental right to withdraw their child from non-statutory lesson(s) and exactly what these lessons are when they are taught (see section 9.4)
- Beyond the annual meeting, parents/carers can request to see planning and curriculum resources used in the teaching of sex education at any time.
- In response to emerging and/or local issues, we may need to respond by introducing additional content into the PSHE curriculum. In all cases, we will ensure to update parents and enable them to support the learning at home.

## 9.4 Parental Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from non-statutory Sex Education, but **not** the right to withdraw their child from any lessons in statutory Science, Relationships Education or and Health Education, (see Section 8 for Statutory and Non-Statutory content).

In accordance with this, it is made clear to parents/carers of Year 6 children that they can withdraw their child from the non-statutory lesson on conception and no other lessons.

If a parent wishes to withdraw their child from this non-statutory Sex Education we ask that they discuss it with the PSHE Lead and they can ask for a copy of the school's 'Request for Withdrawal from Sex Education Lessons' form - this is available from the School Office.

To confirm, statutory Relationships Education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence, in order to keep children safe. Equally, statutory Health Education includes content on puberty, changing adolescent bodies and labelling of all main body parts.

## 9.5 Supporting Pupils Withdrawn from Sex Education

Alternative work will be given to pupils who are withdrawn from sex education. We encourage curiosity in children as it is an important part of their learning and we recognise that pupils who have been withdrawn from these lessons may ask questions outside of the lesson time related to sex education. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as other children or the internet, which might provide inaccurate information.

## 10. Principles for the Safe and Effective Delivery of PSHE

### 10.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real life experiences, addressing a wide range of personal, social, emotional and health issues. A safe, supportive, and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils in each learning group across the school. These ground rules are referred to during PSHE lessons. This helps secure an atmosphere within which pupils feel able to discuss ideas, share feelings, raise concerns, and explore sensitive or challenging issues.

## 10.2 Safeguarding and Confidentiality

Discussions about a wide range of PSHE issues, including sensitive areas, may lead to personal disclosures and increased safeguarding reports, for example pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the school's Safeguarding/Child Protection policy and procedures, in line with the current DfE guidance ['Keeping Children Safe in Education' 2025](#), to ensure that they are clear about what is required in such circumstances. Staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils, and that the pupils themselves know that teachers cannot offer them unconditional confidentiality, whilst always being reassured that their best interests will be maintained. The pupils will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents/carers and other trusted adults and are provided with support to do so.

## 10.3 A Skilled PSHE Delivery Team

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. To maintain the high quality, effective delivery of our programme, we provide a range of Continuing Professional Development (CPD)s opportunities for our staff to develop the high level of knowledge, skills and confidence needed to teach PSHE effectively, particularly the more complex, sensitive and challenging areas. Training may include:

- What to teach and when (REAch2 Scheme, weekly according to class timetable)
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

We ensure to draw on the expertise and specialism of relevant local and national organisations where possible to support our training and development programmes.

## 10.4 Participatory and Interactive Learning Approaches

Active, interactive and participative learning approaches are particularly effective for engaging pupils with the wide range of personal, social, emotional and health related issues in PSHE, particularly when addressing the more sensitive and complex content. Our skilled staff, along with our external partners, use a wide range of teaching and learning activities, within the boundaries of the agreed ground rules, to effectively engage pupils including, for example through structured or open discussion, games, role-play, group debates, use of technology for mock interviews, blogs or vlogs, online games, alongside pupil presentations, the use of literature and visits by theatre groups.

## 10.5 Choosing Resources

Resources used in PSHE, including those used by our external partners, are regularly reviewed to ensure that they are up to date, relevant, age and stage appropriate, inclusive, unbiased, and accessible for all students. We take into account how the language, cultural attitudes and images within our resources are inclusive and unbiased, avoiding any form of discrimination, misinformation, or promotion of harmful content in any way.

### **10.6 External Organisations and Partners**

We work with a range of various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging our young people. Our partnership approach ensures that the activities and resources used by external organisations are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributions complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our pupils.

All external contributors are made aware of our confidentiality and safeguarding policies to ensure any safeguarding issues that arise are dealt with in line with school policy and procedure.

### **10.7 Responding to all Pupils' Questions**

We will ensure to respond to all pupils' questions in the most appropriate manner, with an emphasis on supporting the child. The form in which questions are addressed may be in smaller group activities, or on a one-to-one basis, as appropriate. We recognise that if children's questions go unanswered, particularly in relation to content not covered in our curriculum or from those pupils who have been withdrawn they are likely to turn to other sources of support which may be unreliable, so no question will be disregarded. We will encourage children to talk to their own parents/carers or a trusted adult, or signpost them to organisations, for further information/support.

### **10.8 Meeting the Needs of SEND Learners**

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by adapting content and pace of learning where needed, using varying appropriate resources, adapting small group work, providing 1:1 support, and delivering relevant CPD for all staff.

## **11. Equality, Diversity and Inclusion**

As an inclusive school we value the difference and diversity of our community and the wider world. Within our PSHE programme we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010 and the Equalities Act and Schools Guidance 2010. We understand our responsibilities, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation

- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Within this duty to foster an understanding of equality and respect, we ensure that all pupils grasp the concept of protected characteristics as directed under British law, in an age appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion of belief, sex and sexual orientation. We also promote British values within our whole school aims and values. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

We recognise and value our diverse community at school, valuing all our young people, parents/carers, staff and visitors who may be, for example, from varying backgrounds, faiths, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married or in civil partnerships, children living in care, or young carers, or those living in poverty. In exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, our young people can live respectfully with all members of the community, in preparation for their lives in a globally connected world.

## **12. Impact: Monitoring, Evaluating and Assessing PSHE**

The PSHE Lead will be responsible for ensuring the quality and effectiveness of the teaching and learning in PSHE and measuring the progress and outcomes of pupils within PSHE as follows:

- ensuring the policy and programmes are implemented as agreed
- monitoring and evaluating the teaching of PSHE through lesson observations, learning walks, planning scrutiny, book looks, pupil focus groups.
- ensuring assessment is built into the PSHE teaching and learning programme in all year groups, in line with the school's assessment procedures
- the use of annual surveys and consultation processes to gather the views of pupils, staff and parents/carers and inform the continuing development of our PSHE programme

## **13. School Council, Learning Council and Pupil Parliament**

Dorothy Barley Junior Academy has a pro-active School Council, Learning Council and Pupil Parliament. Representatives from each class have the responsibility of promoting pupil voice throughout the school. These pupil holds regular meetings where issues relating to the development of the school and curriculum are discussed. Alongside this, regular class discussions and Pupil Voice surveys and questionnaires are held, feeding back to the rest of the school areas discussed and agreed at council meetings.

## **14. Philosophy 4 Children (P4C)**

Thinking skills are the mental processes that we apply when we seek to make sense of experiences. They enable us to integrate each new experience into the schema that we are constructing of how things are. Better thinking will help us to learn more from our experience

and to make better use of our intelligence. In the past children were largely considered to be 'clever' if they demonstrated the ability to commit to memory huge amounts of data and to recall that data on the appropriate occasion. The problem with learning 'facts' is that they become outdated, or new research requires modification of previously accepted 'knowledge'.

Even more importantly, in our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. Our P4C sessions enable our children to become thinkers who can not only receive information but can manipulate and judge information. As their confidence grows and skills develop they become less passive thinkers and more pro-active thinkers who are able to make sense of information and tackle more complex problem-solving situations. In our P4C lessons we encourage empathy and different viewpoints, talk/debate-based activities to help language acquisition as a tool for analysis, questioning techniques to encourage expression of opinion, mind mapping to make sense of the issue plus lateral thinking games. Our P4C lessons encourage our children to think for themselves and at the same time to encourage them to think with others. Our teachers will provide the stimulus for discussion and facilitate the enquiry. As skills develop the children not only state their own ideas but support them with reasons. They become aware of the differences and similarities between their own ideas and those of their classmates. Respect for one's own views and respect for the views of others is an important part of these lessons.

## **15. Confidentiality**

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, share any concerns about pupils in line with the safeguarding and child protection policy. Pupils will be aware of the school's responsibilities in terms of confidentiality and will be sensitively informed of what action may be taken if a concern is shared.

## **16. Disseminating and Reviewing the PSHE Policy**

- A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents/carers and partners on request.
- The policy will be reviewed annually by the governors, senior leadership team and PSHE lead, informed by feedback gathered from pupils, parents/carers and partners.

## **17. Policy Review**

Policy Implementation Date: September 2026

Next Review Date: September 2027

Signed:

Date:

## Appendix 1

### PSHE Curriculum Content

#### **Families and people who care for me**

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring friendships**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

## **Respectful, kind relationships**

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

## **Online safety and awareness**

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

## **Being Safe**

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

## **Appendix 1b, statutory curriculum content – health education**

### **General wellbeing**

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. That it is common to experience mental health problems, and early support can help.

## **Wellbeing online**

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.

## **Physical health and fitness**

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

## **Healthy eating**

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Drugs, alcohol, tobacco and vaping**

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

## **Health protection and prevention**

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

### **Personal safety**

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

### **Basic first aid**

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

### **Developing bodies**

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

**Please see website for curriculum design for PSHE**

## Appendix 2

### Parent Request for Withdrawal from Sex Education Lessons

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	<p><i><u>Include notes from discussions with parents and agreed actions taken.</u></i></p> <p><i><u>For example, Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</u></i></p>