Preston Candover CE Primary School

Personal, Social, Health and Economic Education (PSHE) Policy

Including Relationships, Sex, Health and Education (RSHE)

Reviewed by: PSHE Lead
Approved by: Headteacher
Last review date: July 2026
Next review date: July 2027

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

Love Hope Justice

Our School Vision

Recognising the unique light that shines in every individual, we strive to 'encourage one another and build each other up' (1 Thessalonians 5:11) to ensure that all can thrive. Through our core Christian values of Love, Hope and Justice, we inspire learning for life, empowering everyone to flourish and make a positive difference in the world.

Our Aims

At Preston Candover our aims are to:

- Enable every child to meet their potential intellectually, morally, spiritually and physically in a caring Christian environment.
- Develop learners who show mutual respect and make a positive contribution to society.
- Inspire our children to become life-long learners who are equipped to apply their learning in a diverse and rapidly changing world.

Our core Christian values of Love, Hope and Justice focus us as an inclusive community to be the best version of ourselves. Our values permeate all areas of school life through learning, religious education, prayer, worship and action. We live our core values, cultivating character in our children through teaching virtues e.g. respect, perseverance, courage, fairness and truthfulness. Opportunities for reflection, questioning, and exploring beliefs are essential in developing each child and these are actively planned for.

Children flourish at school when the relationships between home and school are established on trust and mutual respect. We build strong partnerships between staff, parents and governors to ensure the provision of an outstanding education.

Mission statement

Preston Candover CE Primary School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.

Definition

This policy covers our school's approach to PSHE education. At our school, Personal, Social, Health and Economic education is our comprehensive school curriculum subject that supports children's personal development, health, wellbeing and understanding of relationships.

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.
We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.
Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.
This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

Our Vision for PSHE Education

At our school, we aim to inspire all children to become lifelong learners who are articulate, confident and informed citizens. We strive to develop independent, responsible individuals who understand their rights and responsibilities and are prepared to contribute positively to a diverse and inclusive society. Through a broad and balanced curriculum, we equip pupils with the knowledge, skills and values they need to stay healthy and safe, make informed decisions, build positive relationships and prepare for life in modern Britain.

We recognise that high-quality Personal, Social, Health and Economic (PSHE) education plays a vital role in supporting pupils' personal development, wellbeing and academic success. Through a planned, progressive curriculum, pupils develop self-awareness, resilience, confidence and self-esteem, while learning to understand and respect themselves and others. PSHE enables children to make safe and informed choices, take responsibility for their actions and become active, respectful members of their school and wider community.

We are committed to providing a safe, inclusive and supportive learning environment in which pupils feel valued and confident to explore sensitive issues, ask questions and seek support. Through high-quality PSHE education, we equip children with the knowledge, understanding and skills to protect their physical and mental health, develop healthy relationships and thrive both now and in the future.

We are committed to:

- **Promoting the development of the whole child** by recognising the importance of pupils' emotional, social, physical and mental wellbeing in enabling them to learn, achieve and flourish.
- **Providing a safe, inclusive and supportive learning environment** where all pupils feel respected, valued and confident to express their views, ask questions and seek support without fear of judgement or discrimination.
- **Preparing pupils for the future** through a progressive, age-appropriate curriculum that equips them with the knowledge, skills and understanding to make informed decisions, develop healthy relationships and successfully navigate the opportunities and challenges of modern life.
- **Working in partnership with parents and carers**, recognising their essential role in supporting children's learning and development, particularly in relation to relationships, health and wellbeing.
- **Embedding PSHE throughout school life**, ensuring that its principles are reflected not only in planned lessons but also through the school's ethos, values, behaviour expectations, pastoral care and everyday interactions across the school community.

Statutory Requirements and curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

Most of PSHE education became statutory in September 2020 under the Children and Social Work Act.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver the statutory content for Relationships Education and Health Education through our comprehensive PSHE curriculum, which is informed by the guidance and programme of study developed by the PSHE Association. Our curriculum is carefully planned and sequenced to provide pupils with age-appropriate learning that meets statutory requirements while promoting their personal, social and emotional development. Through PSHE, we also fulfil our safeguarding responsibilities, as outlined in *Keeping Children Safe in Education* and the Prevent Duty, equipping pupils with the knowledge, understanding and skills to recognise risk, stay safe both online and offline, develop healthy relationships, and know when and how to seek support.

Our curriculum addresses all statutory requirements including:

- Families
- Friendships
- Respecting self and others
- Safe relationships: consent, boundaries and trust
- Mental Health and Wellbeing
- Keeping healthy and well
- Physical activity and nutrition
- Changing and growing up (including puberty as part of Health Education)
- Personal Safety and First Aid
- Online Life and Safety
- Drug Education
- Economic Wellbeing
- Careers Education: aspirations, learning and work

Our PSHE curriculum, which covers the statutory outcomes, is available to view on request and can be accessed via the school website: Preston Candover CE Primary School - PSHE (Our PSHE curriculum is attached to the email sent with this policy for consultation and will be available on the school website from September 2026)

The PSHE Association Approach: A Whole- School Framework

Our PSHE curriculum is based on the **PSHE Association Programme of Study**, the nationally recognised framework for high-quality PSHE education. The Programme of Study provides a comprehensive, progressive and carefully sequenced curriculum that supports the delivery of the statutory requirements for Relationships Education and Health Education, while also incorporating the essential non-statutory areas of Economic Wellbeing and Careers Education.

The PSHE Association draws upon the latest evidence-informed research in child development, safeguarding and health education to ensure that its guidance reflects current legislation, statutory requirements and best practice. Its Programme of Study, curriculum guidance and professional resources enable us to deliver an inclusive, age-appropriate curriculum that is responsive to the changing needs of children and society, including emerging issues affecting pupils' health, safety and wellbeing.

By following the PSHE Association Programme of Study, we ensure that our curriculum is broad, balanced and progressive, enabling pupils to develop the knowledge, skills and attributes they need to stay healthy and safe, build positive relationships, manage risk, make informed decisions, develop financial capability

and prepare for life in modern Britain. This approach supports pupils' personal development and wellbeing while fostering confidence, resilience and responsible citizenship.

Adapting Our PSHE Curriculum for our School Community

Whilst our PSHE curriculum is informed by the PSHE Association Programme of Study, it has been carefully adapted to reflect the unique needs, values and context of our school community. Our PSHE Leaders work collaboratively with staff to ensure that the curriculum is relevant, inclusive and responsive to the experiences and developmental needs of our pupils, while fully meeting statutory requirements.

To meet the needs of our mixed-age classes, we have carefully adapted the sequence of learning to ensure that pupils receive a progressive curriculum that builds on prior knowledge and skills while avoiding unnecessary repetition. Learning is planned to provide appropriate challenge for all pupils, ensuring that statutory content is taught within age-related expectations and that progression is maintained across each phase of the school.

To strengthen pupils' understanding of their role within modern British society, each PSHE unit has been thoughtfully aligned with the **British Value** that most closely complements the learning. This enables pupils to make meaningful connections between their personal development and the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

In addition, we have incorporated the **No Outsiders** curriculum to further enrich our teaching of equality, diversity and inclusion. Through carefully selected, high-quality texts and discussion-based learning, pupils are encouraged to celebrate diversity, challenge stereotypes, develop empathy and respect, and understand the importance of belonging within an inclusive society. This approach supports our responsibilities under the Equality Act 2010 and reinforces our commitment to ensuring that every child feels represented, valued and respected.

A key benefit of using the PSHE Association Curriculum Framework is that the resources are regularly updated to account for local and national emerging safeguarding issues.

Any adaptations to the curriculum are made in consultation with senior leaders and are informed by statutory guidance, evidence-informed practice and the needs of our pupils. Parents and carers are kept informed of the curriculum and any substantial changes, particularly where learning relates to sensitive or age-appropriate content.

Curriculum Time and Whole-School Approach

PSHE is taught weekly by class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning. Leader in Me Sessions also happen weekly and compliments pupils' learning from PSHE.

PSHE Beyond the Classroom

We recognise that effective PSHE education extends beyond timetabled lessons and is embedded within the culture and everyday life of our school. The knowledge, skills, attributes and values developed through our PSHE curriculum are reinforced through all aspects of school life, enabling pupils to apply their learning in meaningful and authentic contexts.

This is achieved through:

- **Collective worship and assemblies**, where themes such as wellbeing, healthy relationships, equality, diversity, British Values, resilience and personal responsibility are explored. These opportunities encourage reflection, celebrate achievements and promote pupils' spiritual, moral, social and cultural development.
- **Our behaviour policy**, which reflects the principles promoted through the PSHE curriculum by fostering respect, kindness, empathy, responsibility and positive approaches to managing relationships and resolving conflict. Staff model these behaviours consistently through their interactions with pupils, colleagues and the wider school community.
- **Safe learning environments within PSHE lessons**, established through collaboratively agreed classroom ground rules and class mission statements. These expectations help pupils to feel respected, listened to and confident to contribute to discussions, ask questions and explore sensitive issues in a supportive and inclusive atmosphere.
- **Playtimes, lunchtimes and wider school experiences**, which provide opportunities for pupils to practise the communication, cooperation, friendship and problem-solving skills developed through the PSHE curriculum. Staff reinforce learning by helping pupils apply these skills in everyday situations and encouraging positive interactions.
- **The development of emotional literacy**, enabling pupils to recognise, understand and manage their emotions while developing empathy and respect for others. Consistent use of emotional vocabulary and restorative approaches across the school supports pupils in expressing themselves appropriately, regulating emotions and maintaining positive relationships. TALA support is in place for identified pupils who require additional support.
- **Recognition of personal development**, where pupils are celebrated not only for academic achievement but also for demonstrating the personal qualities and values promoted through our PSHE curriculum, including resilience, respect, kindness, responsibility, integrity, courage and active citizenship.

By embedding PSHE principles throughout the wider curriculum and school life, we create a consistent approach to supporting pupils' personal development, wellbeing and character, ensuring that learning is meaningful, relevant and reflected in pupils' daily experiences.

PSHE Learning Outdoors

"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."
DfE RSHE Guidance 2025, para 40

- We use our school grounds and local outdoor spaces to enhance PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.
- Teachers plan in opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

Relationships Education

Relationships Education is statutory for all primary-aged pupils, and there is no right for parents to withdraw their child from this aspect of the curriculum. Through our progressive PSHE curriculum, informed by the PSHE Association Programme of Study, pupils develop the knowledge, skills and

attributes needed to build healthy relationships, make informed and responsible decisions, recognise and manage risk, respect themselves and others, and know how and when to seek support.

By the end of primary school, pupils will have developed an understanding of:

- **Families and people who care for me** – that families and caring relationships are diverse and can provide love, security and stability; the characteristics of healthy family life; the importance of love, care and commitment within families; and how to recognise when family relationships may not be making them feel safe or supported and where to access help.
- **Healthy relationships** – the characteristics of positive, healthy relationships, including kindness, honesty, trust, loyalty, empathy and mutual respect; how to establish and maintain friendships; how to communicate effectively, resolve conflict respectfully and manage changing relationships; and how to recognise, respond to and report bullying, including prejudice-based bullying.
- **Respecting ourselves and others** – the importance of self-respect, dignity and equality; recognising and respecting personal boundaries; valuing diversity and challenging stereotypes and discrimination; understanding that everyone has the right to be treated fairly, respectfully and without prejudice; and developing inclusive attitudes that reflect our school values, British Values and the principles of the Equality Act 2010.
- **Online relationships and digital literacy** – how to build safe, respectful and responsible relationships online; understanding how digital technologies can influence relationships, wellbeing and decision-making; recognising online risks, including inappropriate content, contact and conduct; protecting personal information; developing critical thinking when engaging with online content; and knowing how and where to seek support if something online causes concern.
- **Keeping safe** – understanding personal boundaries, body privacy and the importance of respecting others' boundaries; recognising safe and unsafe situations and relationships; understanding that they should never keep secrets that make them feel worried or unsafe; identifying trusted adults who can help; and knowing how to report concerns confidently both in and outside school.

Our Relationships Education curriculum is delivered through a progressive, evidence-informed programme of learning that builds pupils' knowledge, skills and attributes over time. Learning is carefully sequenced to enable pupils to develop healthy relationships, make informed choices, celebrate diversity, respect the rights of others, manage increasing responsibility and contribute positively to their school, their community and life in modern Britain.

Health Education

Health Education is statutory for all primary-aged pupils, and there is no right for parents to withdraw their child from this aspect of the curriculum. Through our progressive PSHE curriculum, informed by the PSHE Association Programme of Study, pupils develop the knowledge, skills and attributes needed to make informed decisions about their physical health, mental wellbeing and personal safety, enabling them to lead healthy, safe and fulfilling lives.

By the end of primary school, pupils will have developed an understanding of:

- **Mental health and emotional wellbeing** – recognising that mental health is a normal part of everyday life; understanding the range of emotions people experience; developing strategies to recognise, express and manage feelings; building resilience, self-esteem and emotional literacy; recognising when they or others may need support; and knowing how and where to seek help.

- **Healthy lifestyles** – the importance of regular physical activity, sufficient sleep, good nutrition, hydration and personal hygiene in maintaining physical and mental wellbeing; understanding how healthy habits contribute to lifelong health; and recognising the links between physical health, emotional wellbeing and lifestyle choices.
- **Healthy eating** – the principles of a balanced diet; making informed food choices; the importance of oral health and dental hygiene; understanding the effects of excessive sugar consumption; and recognising how nutrition contributes to growth, development and overall wellbeing.
- **Health protection and prevention** – understanding how to maintain good personal hygiene; preventing the spread of infection; recognising the importance of immunisation and vaccination; understanding sun safety and other ways to protect physical health; recognising the early signs of common illnesses; and knowing when and how to access appropriate healthcare and advice.
- **Medicines, drugs and other substances** – understanding that household products, medicines and other substances can be beneficial when used correctly but may also cause harm if misused; recognising the risks associated with tobacco, alcohol, vaping and other drugs; understanding the importance of making safe and informed choices; and knowing how to respond safely in situations involving substances.
- **Digital wellbeing** – understanding how digital technology can positively and negatively affect physical health, emotional wellbeing, sleep, relationships and behaviour; developing healthy habits when using technology; managing screen time appropriately; and knowing how to seek support if online experiences affect wellbeing.
- **Keeping safe** – recognising and assessing risk in a range of situations; understanding how to reduce risk and respond safely in different environments, including at home, outdoors and when travelling; developing strategies for personal safety; and knowing how, when and where to seek help in an emergency.
- **Basic first aid** – developing an understanding of simple first aid procedures, including how to contact the emergency services, respond appropriately to common injuries and accidents, and recognise situations requiring immediate medical assistance.
- **Growing and changing** – understanding that bodies and emotions change as people grow; learning the correct anatomical names for body parts; understanding the physical and emotional changes associated with puberty, including menstruation and wet dreams; recognising that these changes happen at different times for different people; developing a positive understanding of body changes; and knowing where to access reliable information, advice and support.

Our Health Education curriculum is delivered through a progressive, evidence-informed programme of learning that builds pupils' knowledge, skills and attributes over time. Learning is carefully sequenced to develop pupils' confidence, resilience and independence, enabling them to make informed decisions, manage risk effectively, take increasing responsibility for their health and wellbeing, and seek support whenever it is needed.

Personal Development, Economic Wellbeing and Citizenship

Through our wider PSHE curriculum, pupils develop the knowledge, skills and attributes needed to become confident, responsible and active members of society. Learning supports children to understand themselves as individuals, manage increasing independence, develop aspirations, make informed choices and contribute positively to their communities.

Our PSHE curriculum supports the development of pupil:

- self-awareness

- resilience
- aspirations
- goal setting
- decision making
- financial capability
- enterprise
- budgeting
- careers
- leadership
- democracy
- rights and responsibilities
- environmental responsibility
- community participation

Building Strong Foundations Through Primary PSHE

Our PSHE curriculum is designed to meet the needs of pupils at each stage of their primary education. Learning is carefully sequenced so that it is relevant, meaningful and age-appropriate, enabling children to develop the knowledge, skills and attributes they need to thrive in their lives today while providing a strong foundation for future learning, including Relationships, Sex and Health Education (RSHE) at secondary school.

Through our progressive curriculum, pupils develop increasing confidence, independence and resilience as they learn to make informed decisions, manage risk, build healthy relationships and take responsibility for their own health and wellbeing.

For example:

- **Developing healthy relationships** – Pupils learn how to build and maintain positive friendships through effective communication, empathy, kindness, cooperation and respectful conflict resolution. These skills support their relationships throughout primary school and provide a strong foundation for understanding increasingly complex relationships as they mature.
- **Understanding personal boundaries and keeping safe** – From the earliest years, pupils learn about privacy, personal boundaries, body autonomy and the importance of seeking, giving and respecting permission in everyday situations. This learning strengthens safeguarding by helping children recognise when something feels wrong, understand that they have the right to feel safe and respected, and know how and where to seek help from trusted adults.
- **Recognising healthy and unhealthy relationships** – Pupils develop the ability to recognise the features of healthy, respectful relationships across a range of contexts, while learning to identify behaviours that may be unsafe, unhealthy or inappropriate. This knowledge empowers children to make positive choices and seek support whenever necessary.
- **Developing digital literacy and online wellbeing** – Learning about online relationships, digital citizenship and the responsible use of technology is carefully sequenced throughout the primary years. Pupils develop the skills to think critically about online content, communicate respectfully, protect their personal information, recognise online risks and understand the impact that technology can have on relationships, wellbeing and decision-making.
- **Promoting health and wellbeing** – Pupils progressively develop emotional literacy, resilience and strategies for maintaining positive mental and physical health. They learn to recognise and

manage emotions, understand the importance of self-care, identify trusted sources of support and develop the confidence to ask for help when needed.

This carefully planned progression ensures that learning builds coherently across the primary years, avoiding unnecessary repetition while revisiting and deepening key concepts as pupils' understanding develops. By the end of Year 6, pupils have acquired the knowledge, skills and attributes needed to manage increasing responsibility, make informed and responsible decisions, and move confidently into the next stage of their education.

Promoting Equality, Diversity and Respect

We are committed to creating an inclusive school community where every child feels welcomed, valued and respected. Through our PSHE curriculum, supported by the **No Outsiders** programme, pupils develop an understanding that everyone is unique and that diversity is a strength to be celebrated. Children are encouraged to value difference, recognise common humanity and understand that everyone has the right to be treated with dignity, kindness and respect.

Our curriculum promotes equality by helping pupils to understand that people may have different backgrounds, experiences, identities, beliefs and family structures, and that these differences should be respected. Through carefully selected literature, discussion and reflection, pupils learn to appreciate diversity, challenge stereotypes and prejudice, and recognise the importance of inclusion and belonging within both the school community and wider society.

Learning is planned progressively so that pupils develop an age-appropriate understanding of the protected characteristics identified in the Equality Act 2010. They learn why the law protects people from discrimination and how these principles help to create fair, safe and respectful communities. Pupils are encouraged to recognise unfairness, challenge discriminatory language and behaviour appropriately, and understand the importance of standing up for themselves and others.

Throughout the curriculum, we challenge stereotypes that may limit aspirations or lead to prejudice. Children learn that interests, talents, ambitions and personal qualities are not determined by gender or other characteristics, and that everyone should have the opportunity to pursue their interests, fulfil their potential and contribute positively to society.

This approach supports pupils' personal development by fostering empathy, compassion and mutual respect. It strengthens safeguarding by promoting positive relationships, encouraging pupils to recognise and challenge prejudice and discrimination, and helping them develop the confidence to contribute to a school culture where everyone feels safe, included and valued.

Sex Education

Sex Education is **not statutory** in primary schools. However, the Department for Education recommends that primary schools provide a carefully planned, age-appropriate programme of Sex Education to help prepare pupils for adolescence and the transition to secondary school.

At Preston Candover CE Primary, we believe that pupils benefit from receiving accurate, age-appropriate and evidence-informed learning about human reproduction before they leave primary education. This

supports children to understand the physical and emotional changes associated with growing up, promotes healthy attitudes towards relationships and family life, and helps ensure that pupils receive reliable information in a safe and supportive learning environment.

Sex Education within our PSHE Curriculum

As part of our PSHE curriculum, pupils in Year 6 receive age-appropriate Sex Education that builds upon the statutory learning in Relationships Education, Health Education and the National Curriculum for Science.

Our Sex Education programme focuses on:

- **Describing some of the features of loving relationships.**
- **Explaining what is meant by consent in a relationship.**
- **Describing how a baby is made.**
- **Explaining what pregnancy means, how long it lasts, and where it occurs.**

Teaching is delivered sensitively and in a way that is appropriate to pupils' age, maturity and stage of development. Lessons encourage respect, responsibility and thoughtful discussion, while providing opportunities for pupils to ask questions in a safe and supportive learning environment.

Statutory and Non-Statutory Content

The National Curriculum for Science requires pupils to learn about life cycles, reproduction in plants and animals, human growth and development, and the changes experienced during puberty. In addition, statutory Health Education requires all primary schools to teach about the physical and emotional changes associated with puberty, including menstruation.

The Sex Education taught through our PSHE curriculum extends beyond these statutory requirements by providing factual, age-appropriate learning about human reproduction, conception, pregnancy and birth. Parents have the right to request that their child be withdrawn from these non-statutory Sex Education lessons. Requests should be made in writing to the Headteacher and will be considered in accordance with Department for Education guidance.

Our approach reflects the values of our school and is informed by the PSHE Association Programme of Study. Learning is carefully sequenced to ensure that pupils develop the knowledge, skills and understanding needed to approach puberty, adolescence and future relationships with confidence, respect and an appreciation of the importance of healthy, caring relationships.

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with the headteacher. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by: sending curriculum information letters and making all materials available for viewing on request.

If you wish to withdraw your child from sex education, please contact the headteacher, Simrit Otway, via the admin office.

Responding to Pupils' Questions

We recognise that pupils may ask questions that extend beyond the planned curriculum. We welcome questions as an important part of learning and encourage pupils to develop curiosity and confidence in seeking accurate information.

Teachers will use their professional judgement to respond in a way that is appropriate to pupils' age, maturity and stage of development. Responses will be factual, balanced and consistent with the aims of the curriculum, while taking account of safeguarding responsibilities and the need to maintain an inclusive and respectful learning environment. Where appropriate, teachers may:

- provide a brief, age-appropriate factual response;
- explain that the question will be explored in greater depth as part of future learning;
- encourage the pupil to discuss the question with their parent or carer; or
- respond individually after the lesson where this is considered more appropriate.

Inclusive Practice, Equality and Diversity

Our school is committed to providing a high-quality PSHE curriculum that is inclusive, age-appropriate and accessible to all pupils. Our curriculum is based on the PSHE Association Programme of Study and incorporates the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science. Through a planned, progressive programme of learning, pupils develop the knowledge, skills and attributes needed to manage their health and wellbeing, build positive relationships, make informed decisions, recognise and manage risk, develop financial capability, and become active, responsible citizens. Teaching reflects our Christian vision and values, promoting respect, inclusion, equality and a strong sense of belonging for every member of our school community.

Equality, Diversity and Inclusion

In delivering PSHE, including RSHE, we meet our responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. Teaching is planned and delivered in a way that:

- promotes equality of opportunity for all pupils;
- does not discriminate against individuals or groups;
- fosters respect, understanding and positive relationships between people from different backgrounds;
- challenges prejudice, stereotypes, discrimination and bullying where appropriate; and
- supports pupils to develop empathy, respect and an understanding of diversity within modern Britain.

The protected characteristics identified within the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Inclusive Relationships Education

Relationships Education reflects the diversity of families and positive relationships found within our school and wider community. Pupils learn that families can differ in their composition while sharing the important characteristics of love, care, commitment, stability and security.

Teaching includes examples of a range of family structures and caring relationships, including, where appropriate:

- single-parent families;
- families with married, unmarried or separated parents;
- adoptive families;
- foster families;
- kinship care arrangements;
- blended families;
- families with same-sex parents;
- families from different cultural, religious and ethnic backgrounds; and
- service families and other families whose circumstances may differ.

Our approach ensures that all pupils see themselves and their families represented positively and that no child feels excluded or stigmatised because of their home circumstances.

Respect for Difference

Throughout PSHE, including RSHE, pupils are taught that everyone should be treated with dignity, kindness and respect. They learn that differences between people should never be a reason for bullying, prejudice or discrimination and that everyone has the right to feel safe and valued.

Where relevant and age-appropriate, teaching helps pupils understand that people may have different backgrounds, beliefs, identities, family circumstances and experiences. These differences are discussed sensitively and factually, using language that is appropriate to pupils' age and stage of development.

Safeguarding and Creating a Respectful School Community

PSHE, including RSHE, contributes to safeguarding by helping pupils to develop respectful relationships, recognise inappropriate or harmful behaviour, and understand how to seek help for themselves or others if they are worried.

Pupils are taught to recognise bullying, including prejudice-based and discriminatory bullying, understand its impact, and know how to report concerns confidently. Teaching reinforces that everyone deserves to feel safe, respected and included within our school community.

Respecting Religion and Belief

We recognise and value the diversity of religious and non-religious beliefs represented within our school community. RSHE is delivered in a factual, balanced and age-appropriate way, enabling pupils to develop knowledge and understanding while encouraging respect for different beliefs, values and life experiences.

Teaching is planned in accordance with the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science. Where appropriate, pupils learn that people may hold different beliefs and perspectives, including those informed by religious faith or other worldviews. These are explored respectfully, helping pupils understand that beliefs can influence the choices people make, whilst making clear the rights, responsibilities and legal protections that apply to everyone.

As a Church of England school, Our PSHE curriculum, including Relationships, Sex and Health Education, is underpinned by our Christian vision and values. Teaching reflects the school's Christian ethos while remaining inclusive of all pupils and families. We encourage pupils to consider Christian teachings alongside an understanding of the diverse beliefs and experiences found within contemporary society.

Our approach promotes dignity, respect, compassion and inclusion, ensuring that all pupils feel welcomed, valued and able to participate fully in learning, regardless of their faith, belief or background.

8. Safeguarding and Pupil Support

RSHE is an important part of our whole-school approach to safeguarding and promoting pupils' wellbeing. Through high-quality, age-appropriate learning, pupils develop the knowledge, skills and confidence to help keep themselves safe, build healthy relationships and know when and how to seek support.

Our RSHE curriculum supports pupils to:

- recognise healthy, respectful and caring relationships;
- understand personal boundaries, privacy and consent in age-appropriate contexts;
- recognise situations that may be unsafe or make them feel worried or uncomfortable;
- understand that abuse, neglect and exploitation are never a child's fault;
- identify trusted adults who can provide help and support;
- develop the language and confidence to express concerns and ask for help;
- understand that they should continue to seek help until they are listened to and supported;
- recognise bullying, including prejudice-based and online bullying, and know how to report concerns;
- understand how to stay safe both online and offline, including when sharing personal information; and
- develop resilience, emotional literacy and strategies to support positive mental health and wellbeing.

Managing Disclosures and Safeguarding Concerns

Some aspects of RSHE may lead pupils to share worries or disclose information that raises safeguarding concerns. All staff delivering RSHE understand their responsibilities in line with the school's Child Protection and Safeguarding Policy, *Keeping Children Safe in Education* and local safeguarding procedures.

Staff are trained to:

- listen carefully, calmly and without judgement;
- respond sensitively and avoid asking leading questions;
- never promise confidentiality, explaining instead that information may need to be shared with appropriate adults to help keep a child safe;
- make an accurate, timely record of any concern; and
- report concerns immediately to the Designated Safeguarding Lead (DSL), or Deputy DSL, in accordance with school procedures.

At the beginning of lessons involving sensitive topics, teachers establish and reinforce agreed ground rules to create a safe, respectful and supportive learning environment. Pupils are reminded that questions and discussions should respect everyone's privacy and dignity, and that while personal information shared within lessons should be treated respectfully, staff cannot keep information confidential if they believe a child may be at risk of harm.

Any safeguarding concerns arising from RSHE lessons are managed in accordance with the school's safeguarding procedures. Where external visitors contribute to the curriculum, they work under the direction of school staff and are expected to follow the school's safeguarding, confidentiality and visitor protocols at all times.

Signposting to Support

Developing pupils' confidence to seek help and support is a key element of our PSHE curriculum. We encourage all pupils to talk to their parents or carers about any questions, worries or concerns wherever possible, recognising that families are usually a child's first and most important source of guidance and support.

We also recognise that some pupils may need or choose to speak to another trusted adult. Through PSHE and the wider life of the school, pupils are taught how to identify trusted adults and how to access support both within school and, where appropriate, from external organisations and services.

Pupils learn about:

- the roles of trusted adults at home, in school and within the wider community;
- how to access pastoral and wellbeing support within school;
- age-appropriate sources of confidential advice and support, such as Childline;
- the importance of asking for help when they are worried about themselves or someone else;
- basic first aid and how to seek appropriate medical assistance when needed; and
- how and when to contact the emergency services in situations where immediate help is required.

Throughout the curriculum, pupils are reminded that seeking help is a positive and responsible action. They are encouraged to continue speaking to a trusted adult until they receive the help, support or reassurance they need. Our aim is for every pupil to know that they are valued, that their concerns will be taken seriously, and that support is always available.

Working in Partnership with Parents and Carers

We recognise that parents and carers are a child's first and most influential educators. We value the important role families play in supporting children's personal, social, emotional and physical development and believe that effective RSHE is most successful when schools and families work together.

Our aim is to develop positive partnerships with parents and carers by providing clear information about the curriculum, listening to their views and supporting them to continue learning and conversations at home where appropriate.

Consultation and Communication

The school is committed to open and constructive communication with parents and carers about RSHE. We consult with families when developing and reviewing this policy and seek to ensure that parents understand the aims, content and approach of our curriculum.

We do this by:

- making our RSHE Policy available to parents and carers;
- providing information about the curriculum and the topics pupils will study through the school's website and other appropriate communications;
- offering opportunities for parents and carers to view curriculum materials or resources where appropriate;
- responding to questions and concerns in an open, respectful and timely manner; and
- seeking parental feedback as part of the school's policy review and curriculum evaluation processes.

We recognise that parents and carers may have different beliefs, values and experiences. We respect these perspectives while ensuring that our curriculum meets statutory requirements and supports all pupils to develop the knowledge, understanding and skills they need to stay safe, healthy and prepared for life in modern Britain.

Teacher Support and Professional Development

High-quality PSHE education, including Relationships, Sex and Health Education (RSHE), depends upon confident, knowledgeable and well-supported staff. Preston Candover CE Primary School is committed to ensuring that all staff delivering PSHE have access to appropriate training, high-quality resources and ongoing professional support.

Supporting Staff

The school supports staff through:

- a progressive PSHE curriculum based on the PSHE Association Programme of Study, alongside the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science;
- high-quality teaching resources that promote consistency and progression across all year groups;
- regular professional development relating to:
    - effective PSHE pedagogy;
    - teaching sensitive and potentially challenging topics;
    - safeguarding and responding appropriately to disclosures;
    - creating safe, inclusive and respectful learning environments;

    - supporting pupils' emotional health and wellbeing;
    - current issues affecting children and young people, including online safety, diversity and inclusion, and healthy relationships;
- opportunities for collaborative planning, moderation and the sharing of effective practice;
- ongoing guidance from the PSHE Lead and Senior Leadership Team; and
- access to external expertise and professional advice where appropriate.

Developing Effective Practice

Teaching PSHE requires staff to develop specialist knowledge and skills, including:

- creating safe, respectful and inclusive learning environments;
- facilitating balanced and age-appropriate discussion;
- using interactive teaching approaches that encourage participation and reflection;
- responding confidently and appropriately to pupils' questions;
- recognising and responding to safeguarding concerns;
- adapting learning to meet the needs of all pupils; and
- supporting pupils who may find aspects of learning personally challenging.

Professional development is reviewed regularly to ensure staff remain informed about current statutory guidance, educational research and best practice in PSHE education.

Assessment, Monitoring and Evaluation

Assessment in PSHE is used to inform teaching, celebrate progress and identify where additional support may be required. Assessment focuses on pupils' learning, knowledge, skills and personal development rather than assessing or judging personal beliefs or values.

Teachers use a range of formative assessment strategies, including:

- observation of discussion and participation;
- questioning and classroom dialogue;
- reflective activities and pupil self-assessment;
- written and practical learning activities; and
- ongoing teacher assessment.

Assessment considers pupils':

- knowledge and understanding;
- communication, relationship and interpersonal skills;
- emotional literacy and self-awareness;
- critical thinking and decision-making;
- ability to apply learning in everyday situations; and
- growing confidence in managing their health, wellbeing, relationships and responsibilities.

Progress is shared with parents and carers through the school's normal reporting arrangements.

Where appropriate, additional pastoral support may be offered through the school's wider wellbeing and safeguarding provision.

Monitoring Quality

The PSHE Lead, Senior Leadership Team and Governors monitor the quality of PSHE provision through:

- curriculum and planning reviews;
- lesson visits and learning walks;
- scrutiny of assessment information where appropriate;
- pupil voice activities;
- staff feedback and professional dialogue;
- consideration of behaviour, attendance, wellbeing and safeguarding information; and
- parental feedback.

Monitoring enables the school to celebrate effective practice, identify priorities for development and ensure high-quality, consistent provision across the curriculum.

Evaluating Impact

The effectiveness of PSHE education is evaluated through evidence including:

- pupils' knowledge, understanding and skills;
- pupils' confidence in making informed, responsible and healthy choices;
- the quality of relationships throughout the school community;
- behaviour, attendance and wellbeing information;
- safeguarding and pastoral outcomes;
- pupil, parent and staff feedback; and
- pupils' preparedness for the next stage of their education and life beyond primary school.

Evaluation informs curriculum development, staff professional development and the annual review of this policy.

Links to Other Policies and Curriculum Areas

PSHE education forms part of our whole-school approach to promoting pupils' personal development, wellbeing and safeguarding. It supports our Christian vision and values and contributes to all aspects of school life.

This policy should be read alongside other relevant school policies, including:

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Online Safety Policy;
- Equality Policy;
- SEND Policy;
- Health and Safety Policy;
- Relationships and Behaviour procedures; and
- the school's Christian Vision and Values.

Cross-Curricular Links

PSHE learning is enriched through meaningful links with other curriculum subjects, including:

- **Science** – human development, healthy lifestyles, the body, puberty and reproduction;
- **Computing** – online safety, digital citizenship and responsible technology use;
- **Physical Education** – physical health, teamwork, resilience and healthy lifestyles;
- **Religious Education** – values, beliefs, diversity, dignity, respect and moral decision-making;
- **English** – communication, discussion, empathy, reflection and literature exploring relationships and emotions; and
- **Collective Worship and the wider life of the school**, where pupils develop the values, attitudes and behaviours that underpin positive relationships, active citizenship and responsible decision-making.
- **Leader in Me-** The leadership habits, emotional bank accounts, circle of control…

Teachers make explicit links across the curriculum wherever appropriate, helping pupils understand how PSHE learning supports every aspect of their lives.

Policy Development, Review and Approval

This policy has been developed through consultation with staff, governors, parents and carers, and pupils. It reflects statutory guidance, the school's Christian vision and values, and the needs of the Preston Candover CE Primary School community.

Sources of Guidance

This policy is informed by:

- the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education;
- the National Curriculum;
- the PSHE Association Programme of Study;
- *Keeping Children Safe in Education* (current edition);
- *Working Together to Safeguard Children*;
- the Equality Act 2010;
- Church of England Education Office guidance; and
- current educational research and recognised best practice.

Review

The policy will normally be reviewed annually, or sooner if required, to reflect:

- changes to statutory guidance or legislation;
- developments in educational best practice;
- the changing needs of pupils;
- feedback from pupils, parents, staff and governors; and
- school self-evaluation and monitoring.

Roles and Responsibilities

The PSHE Lead is responsible for:

- leading the strategic development of PSHE education across the school;
- ensuring statutory RSHE requirements are met within the wider PSHE curriculum;
- supporting staff and coordinating curriculum provision;
- monitoring teaching, learning and assessment;
- maintaining high-quality resources;
- coordinating professional development;
- leading policy review; and
- reporting to senior leaders and governors.

The Headteacher is responsible for:

- ensuring statutory curriculum requirements are met;
- supporting high-quality PSHE provision;
- ensuring staff receive appropriate training;
- responding to parental enquiries where appropriate;
- considering requests to withdraw pupils from non-statutory elements of sex education; and
- ensuring PSHE contributes effectively to the school's safeguarding, behaviour and wellbeing strategies.

Governors are responsible for:

- ensuring statutory duties are fulfilled;
- approving and reviewing this policy;
- monitoring implementation and impact; and
- supporting school leaders in maintaining high-quality PSHE provision.

All staff are responsible for:

- delivering high-quality PSHE education in accordance with this policy;
- contributing to a safe, respectful and inclusive learning environment;
- reinforcing PSHE learning throughout school life;
- following safeguarding procedures at all times; and
- engaging in relevant professional development.

Further Information

For further information about PSHE education at Preston Candover CE Primary School, please contact the PSHE Lead or the Headteacher.

This policy and curriculum information are available on the school website or from the school office on request.