



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

this includes statutory

Relationships, Sex & Health Education (RSHE) Policy

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FGB

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1. Aims and rationale

This policy covers our school's approach to Personal, Social & Health Education (PSHE), including the statutory elements of the curriculum covered by the Relationships, Sex & Health Education (RSHE). At The Mary Bassett Lower School, the aim is for our curriculum to support our children to succeed as confident, healthy and responsible members of the community. We want the children who attend our school to be successful, happy and healthy adults who are adaptable and resilient learners. They will develop good attitudes to life and work, positive relationships and excellent social skills.

To support this vision for our pupils, Mary Bassett uses the PSHE Association programme of study which covers the statutory Relationships and Health Education content, as well as non-statutory content about economic wellbeing. The Department for Education recommended programme created by the PSHE Association teaches our pupils emotional literacy, social and lifelong skills and resilience in an age-appropriate manner from the early years of their education to Year 4.

The approach to teaching PSHE is to use the learning environment as a calm, safe place in which the children can express their opinions and listen to those of others using appropriate and accurate vocabulary. All pupils are supported to discuss their ideas and achieve the objectives of the lessons, with adaptations and support given to achieve this for every pupil where needed. Teachers monitor children's learning outcomes and contributions to discussions to provide supportive feedback to pupils in their learning.

Throughout the programme, pupils are supported to acquire skills and knowledge to help them understand their own feelings and manage these as well as reflecting on the feelings and actions of people around them. The lessons pupils experience will provide them with the skills to recognise and manage emotions, to have respect for their bodies and to respect the diversity they will experience in their school, local and wider communities, preparing them to be positive and resilient citizens.

The PSHE Association programme is supplemented by a timetable of assemblies, workshops and visits facilitated by school staff and external providers, along with broader personal development opportunities in school. This ensures that children are supported beyond the PSHE programme offer to learn about local and world events, and build on their knowledge and experiences in school.

2. Statutory requirements

The Department for Education (DfE) has published updated statutory guidance for Relationships, Sex and Health Education (RSHE). This guidance replaces the 2019 guidance and should be implemented by schools from September 2026.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum and laid out in the DfE recommended curriculum provided by the PSHE Association. This approach is recommended by the DfE.

At the Mary Bassett Lower School we teach RSHE as set out in this policy.

3. Curriculum and policy development

The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance to develop the PSHE curriculum (including statutory RSHE content) and related policy
2. Stakeholder consultation – all governors, teachers and parents/carers were given the opportunity to look at the policy and make recommendations
3. Curriculum amendments - once feedback was received, amendments were made
4. Ratification – the policy was shared with governors and ratified
5. Annually:
 - pupil and teacher voice is considered during the subject auditing process
 - parents and carers are written to with reminders of curriculum content and options
 - governors ratify the policy

4. Definitions

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, healthy lifestyles, changes in our bodies, diversity and personal identity.

PSHE encapsulates the focus of RSHE with additional learning of economic wellbeing and goals/careers.

Both PSHE and RSHE involve a combination of sharing information and defining key terminology, as well as exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum guided by the DfE and PSHE Association, and in consultation with parents and carers, staff and governors, taking into account the age, needs and feelings of pupils. The curriculum is set out in the curriculum model (appendix 1), with supplementary lessons, assemblies, visits and workshops.

There are times when the curriculum will be enhanced by additional lessons that respond to pupil behaviour, pupil questions and local or world events. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- In Year 2, Preparing boys and girls for the changes that adolescence brings, using appropriate language for relevant body parts and understanding the life cycle
- In Year 4, conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.

6. Delivery of PSHE

PSHE is taught using the DfE recommended programme from the PSHE Association (details for each year group in Appendix 2). The curriculum covers both the statutory elements of the RSHE curriculum and non-statutory elements that focus on economic wellbeing and goals/careers.

Weekly PSHE lessons are for 45 minutes. There are some parts of the Science curriculum that enhance the PSHE curriculum (knowing that animals have offspring that grow and change, as well as healthy eating and nutrition for both humans and animals). Other aspects of the PSHE curriculum are enhanced by the RE curriculum, considering the 'world view' and experiences of others in our local and global community. This includes for people of faith and those of no faith.

Teachers will use all curriculum opportunities to help pupils relate their learning to real-world contexts. **Relationships education** focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Making friends, playing and learning together
- Me, my friends and belonging
- Celebrating me, you and our families
- Families and growing together
- Showing kindness to ourselves and others
- Keeping safe online; Making choices online
- Exploring ways to manage risk
- Forming respectful relationships

Sex education focuses on teaching appropriate terminology for male and female body parts, understanding changes as children grow into adults (both responsibility and physical) and the basics of how a baby is formed using an ovum and sperm. These are covered in the topics:

- Me, my body and staying safe (Year 2)
- Me, my body and growing up (Year 4)
- Recap of NSPCC: PANTS Power (Year 3)

Mental Health and Wellbeing are units covered in each year group.

Health and safety education is taught in the topics:

- Safety at home
- Keeping safe outside the home
- Keeping safe out and about
- Exploring ways to manage risk
- Being healthy
- Building healthy habits
- Looking out for each other

Economic wellbeing, goals and careers are taught in the topics:

- Money and work
- Money matters and news literacy

All areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. This includes considering that:

- families have different make-ups
- reflecting sensitively that some children may have a different structure of support around them
- families have different economic circumstances
- children have different life experiences and expectations from home, impacting their world views

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the PSHE policy, including statutory RSHE content, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that PSHE curriculum, including statutory RSHE content is taught consistently across the school, and for managing requests to withdraw pupils from

non-statutory components of Sex Education (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering PSHE, including statutory RSHE content in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents or carers wish them to be withdrawn from non-statutory components of Sex Education.
- Staff do not have the right to opt out of teaching RSHE.
- Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.
- All Class Teachers are responsible for the delivery of RSHE.

7.4 Pupils

Pupils are expected to engage fully in PSHE, including statutory RSHE content and, when discussing issues related to PSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSHE curriculum content. At The Mary Bassett Lower School, this applies only to Year 4, where conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of PSHE, including statutory RSHE content as part of their induction and it is included in our continuing professional development calendar. The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE.

10. Monitoring arrangements

The delivery of PSHE, including statutory RSHE content is monitored by the PSHE subject leader Katie Skerrett through: subject monitoring, planning reviews, learning walks, book looks and staff training sessions.

Pupils' development in PSHE, including statutory RSHE content, is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher, annually. At every review, the policy will be approved by the Full Governing Body.

Appendix 1

EYFS and Primary (Year R-4) - PSHE Curriculum - Long Term Overview

	Autumn	Spring	Summer
Year R	Friendship and Bullying	Foundations for Wellbeing	Dental Health NSPCC: TALK PANTS

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of [EYFS materials](#).

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

 School Plus course available - see [Appendix 2](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing 	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing 	Keeping safe online	Me, my body and staying safe	Money and work 	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing 	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing 	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy 	Me, my body and growing up	Families and growing together

Appendix 2

Year Group Medium Term Plans

EYFS - Reception Units



Autumn term - Friendship and bullying lesson pack

Use the EYFS activity pack from this suite of lessons to support learning in the prime area of personal, social and emotional development (PSED).



Spring term - Foundations for Wellbeing

Use the 5 EYFS lessons in our mental health curriculum to support children to understand and manage their emotions, attention and behaviour.



Summer term - NSPCC: Talk PANTS

Use the resources for early years from NSPCC to introduce children to the PANTS rule and vital tools to help keep safe from harm and abuse.



Summer term - Dental health

Use these flexible, play-based activities to introduce how to look after teeth, including why brushing matters.

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying. Suggested lessons: <u>Ground rules, rule!</u> – KS1 L1: Ground rules, rule! <u>Learning and playing together</u> – KS1 L1: Learning and playing together <u>Friendship and bullying</u> – KS1 L1: Let's be friends L2: Let's make up L3: Let's be kind <u>Consent</u> – KS1 L1: Asking for permission	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them. Suggested lessons: <u>Foundations for Wellbeing</u> – Y1 L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other. Suggested lessons: <u>Personal identity</u> – KS1 L1: All different, all special <u>Belonging and community</u> – KS1 L1: Sameness and difference <u>Families</u> – KS1 L1: What makes a family? L2: Different families Alternative / additional lessons: Curiosity Library (E): Fender finds his bark 🐶	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines. Suggested lessons: <u>Keeping safe at home</u> – KS1 L1: Keeping safe at home <u>Drug education</u> – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety. Suggested lessons: <u>Keeping safe: Sun safety</u> – KS1 L1: Keeping safe in the sun <u>The sleep factor</u> – KS1 L1: Ready for sleep <u>Food for thought</u> – KS1 L1: Keeping healthy with food and drink <u>Dental health</u> – KS1 L1: Looking after our teeth <u>The importance of handwashing</u> – KS1 L1: The importance of handwashing <u>Physical activity</u> – KS1 L1: Moving our bodies Alternative / additional lessons: Curiosity Library (E): I really hate spaghetti; There's no need to worry about dentists at all 🍝	Showing kindness to ourselves and others This unit revisits learning about feelings, and explores the importance of kindness. Suggested lessons: <u>OHID: Every mind matters</u> – KS1 L1: Emotions L2: Kindness L3: Self-care <u>Croydon Council: Wellbeing way</u> – KS1 L1: 5 a day Alternative / additional lessons: Foundations for Wellbeing: Revisit the extension and embedding activities in year 1 lessons. 📖

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement). Suggested lessons: <u>Foundations for Wellbeing – Y2</u> L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses <u>Change, loss and grief – KS1</u> L1: What happens when things change?	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information). Suggested lessons: <u>CEOP: Jessie and Friends – KS1</u> L1: Watching videos L2: Sharing pictures L3: Playing games <u>BBFC: Watch out! – KS1</u> L1: Helping to make good viewing choices L2: Keeping viewing choices safe	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe. Suggested lessons: UPDATE COMING SOON <u>Changing and growing up – KS1</u> L1: My special people L2: Growing up – the human life cycle L3: Everybody's body <u>NSPCC: Talk PANTS – ages 5-7</u> L1: PANTS power L2: More PANTS power	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants. Suggested lessons: <u>The Careers and Enterprise Company: Careers explorers – KS1</u> L1: Strengths and interests L2: Different jobs <u>Money and wellbeing – KS1</u> L1: What is money? L2: Money choices	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to. Suggested lessons: <u>Road and rail safety – KS1</u> L1: Crossing the road L2: Keeping safe around railways <u>Getting help in an emergency – KS1</u> L1: Getting help in an emergency COMING SOON <u>Water safety – KS1</u> <u>Environment agency: Caring for the environment</u> L1: Everyone is responsible	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2. Suggested lessons: <u>Foundations for Wellbeing: Revisit the extension and embedding activities in year 2 lessons.</u> <u>Embracing change and new challenges – KS1</u> L1: Moving to a new class Alternative / additional lessons: Curiosity Library (£): Fang and the changing seasons 

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, my friends and belonging This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included. Suggested lessons: <u>University of Greenwich: Our Class</u> – KS2 L1: Ground rules and meeting 'Our Class' L2: Friendships change L3: When should you keep a secret and what makes a good friendship L4: Making new friendships L5: Recognising healthy and unhealthy friendships Alternative / additional lessons: Ground rules, rule! 📄 OHID: Every Mind Matters - Kindness 📄	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries. Suggested lessons: <u>Foundations for Wellbeing</u> – Y3 L1: Exploring emotions L2: Understanding distraction L3: Managing thoughts and emotions L4: Managing worries L5: Managing responses Alternative / additional lessons: Curiosity Library (E): Squashing the worry monster 📄	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity. Suggested lessons: <u>Food for thought</u> – KS2 L1: Healthier eating and drinking habits L2: Healthier eating – choices and influences L3: Ready, set, cook! <u>Dental health</u> – KS2 L1: Exploring dental health <u>Physical activity</u> – KS2 L1: Active every day	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings. Suggested lessons: <u>NSCS: CyberSprinters</u> – KS2 L1: Creating and managing passwords L2: Protecting your devices <u>BBFC: Let's watch a film</u> – KS2 L1: What can we watch? L2: Can we choose what to watch? COMING SOON Paying to play	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water. Suggested lessons: <u>Keeping safe: Sun safety</u> – KS2 L1: Managing risk in the sun <u>Road and rail safety</u> – KS2 L4: Risks and keeping safe <u>Environment agency: Water safety</u> – KS2 L1: Canals and rivers L2: Flood alert! Recap of NSPCC: PANTS TALK	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services. Suggested lessons: <u>St John Ambulance: First aid</u> – KS2* L1: Allergies L4: Bites and stings L7: Calling for help *You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content. <u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 3 lessons. Alternative / additional lessons: Food for thought: Revisit the extension and embedding activities. 📄

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. Suggested lessons: <u>Foundations for Wellbeing</u> – Y4 L1: Describing emotions L2: Understanding internal and external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm <u>Change, loss and grief</u> – Y3–4 L2: How do people manage change and loss? Alternative / additional lessons: Croydon Council: Wellbeing Way 	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. Suggested lessons: <u>Firework safety</u> – KS2 L1: Firework safety <u>Keeping safe at home</u> – KS2 L1: Keeping safe at home <u>Road and rail safety</u> – KS2 L3: Independently crossing the road <u>Exploring risk in relation to gambling</u> – KS2 L1: Exploring risk <u>Drug education</u> – Y3–4 L1: Medicines and household products L2: Smoking, vaping and alcohol	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect. Suggested lessons: <u>Personal identity</u> – KS2 L1: Personal identity <u>Friendship and bullying</u> – Y3–4 L1: Valuing friendships L2: Friendship challenges L3: What is bullying <u>Belonging and community</u> – Y3–4 L2: Belonging to a community Alternative / additional lessons: University of Sussex: The Rez  Curiosity Library (£): The anti-bullying club 	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions. Suggested lessons: <u>Money and wellbeing</u> – Y4 L1: How money is used L2: Making decisions about money <u>Guardian Foundation: NewsWise</u> – ages 7–9 L4: How news affects feelings L6: Fake or real news? L7: Questioning images in the news Alternative / additional lessons: Foundations for Wellbeing: Revisit the extension and embedding activities in year 4 lessons. 	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe. Suggested lessons: UPDATE COMING SOON <u>Changing and growing up</u> – Y4–5 L1: Time to change L2: Menstruation and wet dreams L3: Personal hygiene L4: Privacy L5: Managing emotional changes <u>NSPCC: Talk PANTS</u> – ages 7–9 L1: Building confidence Alternative / additional lessons: Foundations for Wellbeing: Revisit the extension and embedding activities in year 4 lessons. 	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change. Suggested lessons: <u>Families</u> – KS2 L1: Family relationships L2: Diverse families L3: Family changes <u>Committed relationships and family life</u> – KS2 L1: Marriage and partnership Alternative / additional lessons: Rosie's story: What happens if families change? 

Appendix 3

Form for Parents and Carers

Withdrawal from sex education within PSHE/RSHE Curriculum

(PLEASE NOTE THAT NON-STATUTORY ASPECTS OF SEX EDUCATION ARE DELIVERED AT THE MARY BASSETT LOWER SCHOOL ONLY IN YEAR 4)

To be completed by parents/carers			
Name of child		Class	
Name of parent/carer		Date	
Reason(s) for withdrawing your child from sex education within the PSHE/RSHE curriculum			
Any other information you would like the school to consider			
Parent/carer signature			

To be completed by school			
Agreed actions from discussion with parent/carer			
Staff signature		Date	