



“Creating excellence, embracing all.”

**SUBJECT POLICY
FOR
Personal Health and Safety
Education (PHSE)
(To be read in conjunction with RSE policy and SMSC
policy)**

Subject Lead : Jo Reid

Curriculum Action Team: Humanities

Headteacher : Jo Reid

Chair of Governors: Sue Miller

Policy Renewal date: Sept 2027

Policy to be determined 27th November 2025

Botley School Governing Board



Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity

“If you have good thoughts they will shine out of your face and you will always look lovely.”

Roald Dahl

Personal, Social, Health and Economic Education (PSHE)

PSHE vision Statement

Developing life skills which will enable them to manage change, make healthy and safe choices, build character and become resilient, reflective and responsible members of society.

1. School ethos/ rationale

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils’ personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

2. The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education (refer to RSE policy)

3. The Legalities

At Botley school we teach the statutory parts of PSHE – Relationship and Sex education, within which there are statutory and non-statutory elements, and Health Education through our PSHE curriculum. (please see our [RSE Policy](#))

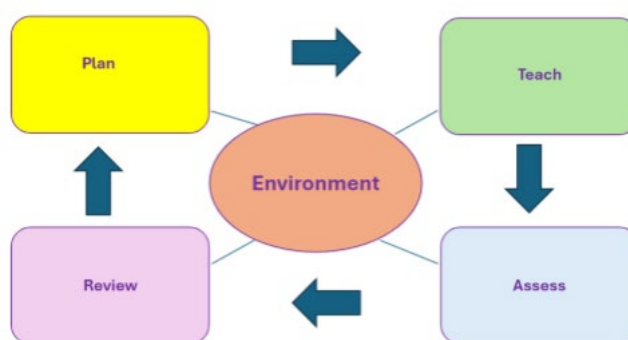
We comply with the 'Relationships and sex education (RSE) and health education' statutory guidance from the government.

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

4. The curriculum

Pedagogical Principles

The Intent, implementation and impact of the PSHE curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



Intent

Why do we teach it?

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, following the 'PHSE Association' curriculum,, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days / weeks, assemblies and fully supports our school's ethos and values (see links with our SMSC calendar) PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy , safe and positive choices in all aspects of their daily lives. - the three core themes being: *Health and well-being, Relationships and Living in the Wider World*

Implementation

What , where and when is PSHE taught

What is taught in PSHE?

KS1 and KS2

At Botley School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Botley School we use the PSHE Association's scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use Christopher Winter Sex Education and Drugs and Alcohol Education resources. We provide a curriculum that ensures pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see R.S.E policy for further details). Relationships Education In primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught Relationships Education from year 1 at an age appropriate level .Further details on what we are required to teach can be found in appendix 2 (DfE Relationships outcomes)

Sex Education

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw

their child from **designated** sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our RSE policy.

Health Education

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health & prevention
- Basic first aid
- Changing adolescent body*

*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and science curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1 (or Reception). A list of key vocabulary can be found in appendix 3. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils. DfE outcomes for Health Education can be found in appendix 2

Living in the wider world/Economic Education

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about their position as a global citizen and how they can make choices to better the environment, water and energy use, and biodiversity.

How is PSHE taught in KS1 and KS2?

At Botley School PSHE is a taught subject. PSHE is timetabled delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website.

There are 3 core themes:

Core theme 1: Health and Well Being – Autumn Term

Core theme 2: - Living in the Wider World - Spring Term

Core theme 3: Health and Well Being – Summer Term

The topic titles within each theme are:

Core theme 1: Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference.
Autumn Term

Core theme 2: Living in the Wider World – Rights and Responsibilities, Environment, Money
Spring Term.

Core theme 3: Health and Well Being – Healthy lifestyles, Growing and Changing, Keeping Safe.
Summer Term

Cross Curricular links will also be made between PSHE and other curriculum areas as appropriate, including:

- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
- LITERACY: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- NUMERACY: aspects of financial capability, counting and sharing
- SCIENCE: drugs (including medicines) sex education, health, safety and the environment
- D&T: health and safety, healthy eating
- HISTORY: reasons for and results of historical events, situations and changes
- GEOGRAPHY: topical issues concerning the environment; GLOBAL CITIZENSHIP
- ART/DT: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
- MUSIC: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression
- PE: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.

PSHE will further be supported through discreet activities and school events.

Early Years Foundation Stage

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The main area of learning within the EYFS framework that links directly to PSHE is Personal, Social and Emotional Development.

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they

learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Managing difficult Questions and confidentiality

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well-managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples that support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

SEND and Inclusion

We are an inclusive school. As with all subject areas, delivery of PSHE is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during PSHE lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in PSHE as they may do in other core subjects.

For pupils with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Map which includes general teaching strategies for different groups within the class based on teacher assessment and use of Bell foundation and SEND specific strategies.

Pupils being taught in the enhanced provision or in the Resource Base will access PSHE and RSE at an appropriate level. Whilst this is based on the units of work in the three-year rolling specialist curriculum, learning may be adapted further to match the needs identified within their EHCPs and in line with their communication needs.

Impact

- PSHE teaching and learning provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

Recording

Pupils record their work within their PSHE book. All work has a clear objective for the learning. (We are learning to – WALT)

Formative Assessment

Teachers follow the feedback and marking policy, acknowledging each piece of written work. Teachers will highlight the WALT green if the attainment has been met, orange if partially met, and red if not yet met.

Teachers will also keep regular formative assessments using the BromCom school information system to record the pupils' ongoing assessment and progress. A link to the PSHE and RSE Progression Map is available in the appendix on page 5.

Summative Assessment

Teachers will make a summative judgement at the end of the school year for PSHE. This will be reported to parents within the statutory annual written report.

Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

Working with outside agencies and visiting speakers

The school has a GDPR policy, DBS protocols, the privacy statements, confidentiality policies and CP policies which all staff follow.

Monitoring, evaluation and training

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, and RSE or Relationships policy and Sex education policy. Links to the overview and progression documents are available in the appendix.

We have an open door policy for any parents/ carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through our cohort meetings, parent rep sessions and a PSHE working group to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the Headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Useful information for parents

We have a designated area of the School website signposting to trusted external websites eg ParentZone, NSPCC, ThinkUKnow

The DfE guide for parents is here

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9. Linked policies

- Safeguarding
- Anti - Bullying Policy

- Relationships and Sex Education Policy/RSE policy
- Teaching and Learning Policy
- Curriculum Policy
- Equality and Inclusion Policy
- SEND policy

Appendix 1

PSHE Key Documents

PSHE Curriculum Overview

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 years	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.					
	Health and Well-being		Relationships		Living in the Wider World	
Opportunities for Learning about Celebrations and PSSED	Learning about ourselves and others Belonging to our families, school, groups	Children in Need Making comparisons between my celebrations and those others take part in	Where I live and how others live	RSE: My body, My Relationship Caring Friendships Being kind Different families My body, my choices	Father's Day	Making comparisons between our lives and those of other people Thinking about how we can make our world a better place
Opportunities for learning	Harvest Eid	Diwali (could be in Term 1) Bonfire Night Remembrance	Chinese New Year International Food Day Shrove Tuesday	Mother's Day Easter Comic Relief / Sports Relief	St George's Day Eid	

about celebrations		nce Sunday Christmas / Advent				
EYFS Outcomes	Health and Well-being Children to have the opportunity to: Learn how we keep ourselves healthy through food, drink, exercise, personal hygiene, self-care routines		Relationships Children to have the opportunity to: - Understand and recognise the different types of emotions - Identify emotions in ourselves and others, and what we can do to support these - Share how we are feeling with others and recognise where we can get help and support - Talk about the people who are special to us		Living In The Wider World Children to have the opportunity to: - Understand how our actions impact others - Understand the effect we have on our local environment and planet - Understand how we can look after our environment and how we can help make our planet a better place to live	
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is a Growth Mindset ?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Suggested Resources	Nurture My Potential – Growth Mindset KS1	Families KS1 Change Loss and Grief	The importance of handwashing Health Education Pack KS1	Money Matters KS1	CWP RSE: Growing up, Staying Safe	Ground Rules, Rule! KS1 Caring for the environment KS1
Focus	- How Amazing is My Brain? - How Do My Feelings Affect My Learning? - What If I Feel Angry	That family is one of the groups they belong to as well as school,	- what it means to be healthy and why it is important - ways to take care of themselves on a daily basis	- Where money comes from - Saving and spending money - Making choices - Keeping track of	- Different friends - Growing and changing - Body safety (online and off) - Families and care	What rules are including examples of rules in different situations, e.g. class rules, rules at home, rules

	or Frustrated ? • Where Can I Go on My Exciting Learning Journey? • What Magnificent Thing Can I Make for My Journey? • Can I Improve My Learning? • What Do I Do if I Don't Know Where to Start or I Get Stuck? What if Something is Hard and Everybody Else Can Do It?	friends, clubs • About different people in their family that love and care for them • What their family members or people who are special to them do to make them feel loved and cared for • How families are all different but share common features – what is the same or different about them? • That it is important to tell someone if something about their family makes them feel unhappy or worried.	• about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun	money spent/saved		outside • Learning that different people have different needs • Learning how we care for people, animals and other living things in different ways • Learning how they can look after the environment, e.g. recycling
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		• That there are different types of change and how change can affect people.				
Outcomes	• I know my brain is an incredible tool • I Understand the functions of three parts of the brain - Amygdala , Prefrontal Cortex and the Hippocampus. • I am beginning to control the three areas to improve their learning potential • I can identify different feelings. • I know that happy brains learn better. • I know what worries are and how to deal with them • I understand	• I can describe who a friend is and what a friend does. • I can demonstrate some skills needed to make and maintain friendships. • I can describe and begin to value individuality and to recognise and celebrate my emotions , gifts and talents. • I can recognise the similarities and differences between myself and my peers.	• I know concepts of basic first aid, for example dealing with common injuries, including head injuries. • I know how to make a clear and efficient call to emergency services if necessary. • I can explain why it is important to keep clean. • I understand some basic hygiene routines. • I understand some areas in which I can look after myself e.g. dressing and on dressing. • I understand the need	• I know the value of the coins and notes used in Britain. • I am beginning to understand the cost of everyday items. • I can recognise and choose the correct value of coins and notes to use. • I am able to calculate change. • I have learned the importance of keeping simple financial records e.g. recording the amount of money in my Money Box. • I am aware of the differences between a need and want. I understand that money is a finite resource and needs	• I can describe good and not so good feelings and ways I can manage them to make me feel better. • I can identify similarities and differences between myself and the opposite gender. • I know about growing and changing and that babies grow into children and then into adults. • I can describe my family and understand why everyone's family is special.	• I recognised that everyone is part of the community. • I am beginning to see how everyone contributes to the life of the classroom. • I understand we all care for people and animals in different ways • I know what my responsibilities are as part of the class e.g. take turns, share, return things that have been borrowed. • I know ways that everyone is the same and different. • I understand

	d what happens when I am angry and know some strategies to calm down • I know that learning can be difficult and that trying something new and different is good for growing my brain. • I understand the difference between the growth and fixed mindset. • I know that perseverance and resilience is important for success. • I know that mistakes are good and help me learn	• I can talk about change and loss and the associated feelings e.g. losing toys, pets or friends. • I can explain how people look after me at home and at school will stop I have identified family members and friends and the roles that they play.	for keeping my teeth clean. • I understand the need for rest and sleep.	to be managed. • I am able to consider choices and make informed decisions about spending my money. • I am beginning to understand the different choices some people make about what to do with their money. • I appreciate that me and my family may need or want different things	• I can identify which people look after me, who to go to if I am worried and how I can help them to look after me (online and offline).	d how basic rules in school and community protects myself and others. • I'm beginning to know what is meant by 'bullying' and the consequences of this, for both 'victim' 'bully' and the wider community
Year 2	How do we recognise our feelings?	How are we different?	What makes a good friend and what	What helps us stay safe?	What helps us grow and stay	What Jobs do people do?

			is bullying?		healthy ?	
Suggested Resources	Zones of Regulation	CWP RSE: Differences NSPCC Talk Pants	Friendship and bullying KS1	CEOP Jessie and Friends	Dental health KS1 Food for thought KS1 The Sleep factor KS1 Sun Safety KS1	Career explorers KS1
Focus	• Recognising the zones • Recognising emotions • Learning how our emotions and behaviour affect ourselves and others.	• Gender stereotypes • Male and female • Naming body parts • My body belongs to me	• how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments,	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs

			unhappy • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately • excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult	including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they	active and how much rest and sleep they • should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in	• how people use the internet and digital devices in their jobs and everyday life
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			and the importance of doing so	come across something that scares or concerns them	the sun	
Outcomes	• I can recognise the colours for the zones of regulation • I can match feelings to the zones of regulation • I can match facial expressions to feelings and zones • I am beginning to understand that I can experience all the zones at some time • I am beginning to understand that my behaviour can affect other's feelings and behaviour in the zones. • I am beginning to use the zones of regulation	• I can describe some of the similarities and differences between boys and girls. • I understand that some people have fixed ideas about what boys and girls can do. • I can describe some differences between a male and female animals • I understand that making life needs a male and a female. • I can name the main body parts including	• I can identify different ways that people meet and become friends • I can describe some things that friends and classmates have in common • I can recognise that friends can have similarities and differences • I can demonstrate some ways of being a good friend • I can identify some causes of arguments between friends • I can demonstrate strategies for positive play with friends • I can explain some ways to positively resolve arguments	• I can explain how something online might make someone feel worried or sad • I can recognise different feelings • I can identify 4 adults in my life who can help me if I have a problem online • I can explain what might happen if we share a picture • I can identify the effect of people's actions online and consider ways of keeping myself and others safe. • I recognise I can be an 'upstander' by choosing not to join in • I can identify what personal information is and the	• I can feel the effect of exercise on my body. • I can explain why physical activity is healthy. • I can say what physical activity I enjoy. • I can explain what choices I make that are healthy. • I can explain the different kind of food that I should eat. • I can explain how some foods can harm my body. I can make healthy choices in my food. • I can describe how to look after particular	• I can explain what makes everyone unique • I can identify the different strengths and interests that people can have • I can describe the strengths and interests suited to different jobs • I can describe a range of different jobs, including jobs in the community • I can identify the different types of work involved in some jobs • I can explain how jobs help people to earn money

	to reflect on my own behaviour and emotions with adult support.	the male and female private parts, with confidence. • I understand it is important to look after my body because that can help me have a healthy lifestyle. • I understand that everyone's body is different and that we celebrate differences	between friends • I can recognise and ask for help when they are feeling lonely or unhappy, and how to help someone else • I can recognise kind behaviour at school or at home • I can describe how unkind behaviour can make people feel • I can recognise that feelings can affect how people behave • I can explain what to do and whom to tell, if they see or experience unkind behaviour	importance of not sharing this • I can recognise different feelings I might encounter online and how my body might tell me something 'doesn't feel right'. • I can talk about qualities that make a good friend • I can identify that people online might not tell the truth • I can explain the difference between a secret and a surprise	parts of the body. • I can explain why it is important to keep clean. • I can describe and carry out basic hygiene. • I know what to take responsibility for and when to ask for help.	
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LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2 2027	How does a growth mindset help	What are families like?	What makes a community?	What keeps us safe?	How do we keep ourselves physically healthy? (long unit covered over summer 1 & 2)	Why is money important and how should

	us learn?					we manage it? (short unit in summer 2)
Suggested Resources	Nurture My Potential Growth Mindset KS2	Families KS2 Change, loss and grief LKS2	Belonging and Community LKS2	CWP RSE: Valuing Difference and keeping safe Environment agency water safety KS2	Dental Health KS2 Food for thought KS2 The Sleep Factor KS2 Health Education KS2	Money and Wellbeing LKS2
Focus	- Learn that they have an incredible tool – the brain. - Explore different feelings. - Explore their own mindset, identifying the differences between a growth mindset and a fixed mindset. - Learn the importance of challenging themselves in order to reach their potential. - Learn how to listen mindfully. - Learn the importance	- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) - how common features of positive family life often include shared experiences,	- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups - what is meant by a diverse community - how different groups make up the wider community around the school - how the community helps everyone to feel included and values - the different contributions that people make	- Body differences - Personal space and consent - Families and people who help us - Staying safe and getting help online - how to identify typical hazards at home and in school - how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the	- how to eat a healthy diet and the benefits of nutritionally rich foods - how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist - how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health - how people make choices about what to eat and drink, including who	- learn about the role money plays in people's lives. - learn that decisions can be made about spending money based on budget, value, and needs.

	e of learning from mistakes. Identify growth mindset alternative phrases to use	e.g. celebrations, special days or holidays - how people within families should care for each other and the - different ways they demonstrate this - how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe - learn about the impact strategies for dealing with grief	how to be respectful towards people who may live differently to them	playground, in the kitchen - about fire safety at home including the need for smoke alarms - the importance of following safety rules from parents and other adults - how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	or what influences these - how, when and where to ask for advice and help about healthy eating and dental care - how regular physical activity benefits bodies and feelings - how to be active on a daily and weekly basis - how to balance time online with other activities - how to make choices about physical activity, including what and who influences decisions - how the lack of physical activity can affect health and wellbeing - how lack of sleep can affect the body and mood and simple routines that support good quality sleep - how to seek support in relation to	
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					physical activity, sleep and rest and who to talk to if they are worried	
Outcomes	• I understand the functions of three parts of the brain - Amygdala, Prefrontal Cortex and the Hippocampus. • I can control the three areas to improve my learning potential most of the time. • I understand the importance of practise for improvement • I understand that all emotions are useful. • I understand the benefits of positive feelings. • I am beginning to know how to create positive feelings.	• I can recognise features of family life • I can identify the qualities of different family relationships • I can explain how families can support and care for each other • I can describe positive aspects of belonging to a family • I can describe different family structures • I can identify what families have in common and how they can differ • I can recognise that all family types should be valued and celebrated. • I can describe that changes can happen in a family • I can recognise how changes in a family can make someone feel • I can identify ways to manage changes in a	• I know the groups that make up the community I live in. • I know what religious and ethnic identities that live throughout the UK. • I know about a variety of institutions that support communities, locally and nationally. • I know what can improve and harm the community. • I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. • I can think about the lives of	• I can tell the difference between a male and female babies and children. • I can name a male and female body parts using agreed scientific words. • I understand why males and females have different private parts. • I can identify different types of touch that people are like and dislike. • I can talk about ways of dealing with unwanted touch. • I can identify the similarities	• I can explain the steps to an effective tooth-brushing routine and why it is important • I can identify how different actions can impact on dental health • I can suggest actions someone can take to manage risks to dental health • I can identify food and drink that should be consumed often and that should be consumed less often • I can describe some healthier eating and drinking habits • I can describe different influences on food and drink choices • I can explain how people manage less helpful influences when making food and drink choices. • I can explain why sleep is important for a healthy lifestyle • I can describe habits,	• I can recognise where money comes from and how it is used • I can describe different attitudes people may have towards money • I can evaluate different ways to pay and identify which options are more useful or appropriate in different contexts • I can analyse what influences people's decisions about spending money and how they manage those influences • I can identify how budget, value, and needs can influence decisions about

	• I can practise diaphragmatic breathing. • I am learning to manage my anxiety through exploring different strategies. • I understand anger triggers and how to manage my anger. • I know that being mindful can help me manage emotions • I am beginning to understand the difference between intelligence and effort. • I know that my intelligence is not fixed and that I can change my brain	family, some strategies for managing conflict, and who can help if they are worried or upset. • I can recognise that life is made up of different stages and that death is when life ends • I can describe different situations that might cause someone to grieve • I can identify some different responses someone might have to grief • I can identify activities, actions and sources of support that can help a person to manage grief	people living in other places, and people with different values and customs. • I can see and respect other people's points of view.	s and differences between different types of families. • I understand that it is important to respect the differences between families. • I can identify my special people [family, friends, carers] and what makes them special. • I know how my family should care for one another • I know who we can go for help and support both online and offline • I can explain terms like risk, danger, hazard • I can assess risks in different situations. • I can assess	including bedtime routines, that can help me to improve sleep. • I can explain what it means to be physically active and different types of physical activity • I can describe the benefits of physical activity on body (physical health) and mind (mental health) • I can identify opportunities to be physically active throughout the day and week • I can explain how to seek support and advice in relation to physical activity.	spending money • I can explain different ways that money can be saved and kept safe, and why this is important • I can explain the importance of keeping track of money
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				how to manage risks including a sense for road use. • I can explain why our school has rules to keep us safe and healthy. • I know that some hazards I should point out to adults. • I know who to ask for help at home, school and out in the locality.		
LKS2 2026	How can we manage our feelings?	What strengths, skills and interests do we have?	How do we treat each other with respect?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Suggested Resources	Zones of Regulation	Career explorers KS2 Lesson 1 only	Respect and Rights	CWP RSE: Growing up with respect	Climate Change – Empathy and Agency	Road and Rail safety KS2 Cyber Sprinters CEOP: Play Like Share
Focus	• Revising the zones • Recognising	• how to recognise personal qualities and individuality	• how people's behaviour affects themselves and others,	• Changes • What is puberty? • Healthy Friendships	• how people have a shared responsibility	• how to recognise, predict, assess and

	emotions • Learning how our emotions and behaviour affect ourselves and others.	• to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking • learn about skills needed for different jobs	including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is	• Valuing difference	to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way	manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/fire work safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe
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			important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns			online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online • content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Outcomes	• I can understand and identify the Zones of Regulation • I can use an increasing emotional	• I can identify personal qualities, skills and achievements • I can identify different types of skills • I can explain how a range of skills are used in different jobs	• I can understand the links between respect and children's rights • I understand that all children have rights, and it is	• I can describe the human life cycle. • I can describe some of the changes that happen as we grow up.	• I can describe how nature and time outdoors can help someone's mood and wellbeing. • I can identify some different emotions people might experience in relation to	• I can explain more risks in our locality. • I can talk about how to manage those risks. • I understand how to call for emergency aid.

	vocabulary • I can recognise facial expressions • I am aware of how others perceive people in the different zones • I know that my behaviour can affect others' feelings and behaviour in the Zones • I understand that I will experience all Zones at some time and this is normal. • I can see how external factors can affect my Zone • I understand what behaviours match to each zone • I am aware how I	• I can identify some skills to develop and set personal goals.	important to protect them • I can identify ways in which we show respect and ensure everyone is included. • I can identify and model respectful behaviour • I can see and respect other people's points of view.	• I can explain how puberty fits into the human life cycle. • I can identify which parts of the body changes during puberty. • I can describe some of the physical differences between the children and teenagers • I understand that's going through puberty can affect our bodies and our feelings. • I understand that children change into adults so that they are able to reproduce and puberty is a part of this process.	climate change • I can describe how people's actions can affect the environment • I can explain some everyday actions that people can take to help look after the environment • I can identify some factors that might influence people when trying to make more substantial changes. • I can assess the role that communities can play in helping to look after the environment • I can describe positive actions people can take in their communities to look after the environment and help tackle climate change.	• I can undertake basic first aid procedures. • I can explain what is meant by the term 'habit'. • I can explain why habits can be so hard to change. • I know how to protect myself against cyber bullying
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	feel and think when another student produces expected versus unexpected behaviours when in a zone			• I recognise that it becoming more independence can also mean having more responsibility for looking after myself.		
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UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Why is growth mindset important to our future?	What jobs would we like? What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	How do our bodies change as we grow?
Suggested Resources	Nurture My potential Growth Mindset UKS2	Career explorers KS2 lessons 2 & 3 Money and Wellbeing UKS2	Key Stage 2 First Aid Lesson Plans and Teaching Resources St John Ambulance	BBC online bullying teaching resources Anti-Bullying Alliance	Drug Education KS2	RSE: Puberty and personal boundaries
Focus	• Learn that they have an incredible tool – the brain. • Explore different feelings. • Explore their own mindset,	• how people make decisions about spending and saving money and what influences them • how to keep track of	• how to carry out basic first aid including for burns, scalds, cuts,	• about the different types of relationships people have in their lives • how friends and family communicate	• how drugs common to everyday life (including smoking/vaping-nicotine, alcohol, caffeine and medicines) can affect	• Talking about puberty • The Reproductive system • Puberty help and support • Respect boundaries

	identifying the differences between a growth mindset and a fixed mindset. • Learn the importance of challenging themselves in order to reach their potential. • Learn how to listen mindfully. • Learn the importance of learning from mistakes. • Identify growth mindset alternative phrases to use.	money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions • that there is a broad range of different jobs and people often have more than one during their careers and over their	bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of • seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services	together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable	health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted	and be an upstander
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		lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might		• how to ask for help or advice and respond to pressure, • inappropriate contact or concerns about personal safety	adult if they have any worries or concerns about drugs	
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		influence their decisions				
Outcomes	• I can identify and describe the functions of three parts of the brain - Amygdala, Prefrontal Cortex and the Hippocampus. • I can control the three areas to improve my learning potential. • I know that I need to practise in order to improve and apply this to my learning • I know that all emotions are useful and can describe how I am feeling. • I understand the benefits of positive feelings	• I can explain how decisions someone makes about their money might affect their feelings • I can explain how and why money worries can impact on emotional wellbeing • I can identify sources of information and support. • I can identify different influences on people's spending and how these can be managed • I can describe how companies encourage people to buy products, goods or services • I can explain how spending choices can affect others and identify ways to make positive spending decisions. • I can identify the differences between a job and a	• I can identify common injuries • I know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma or allergic reactions • I know when it is appropriate to use first aid. • I know when to seek help and who from. • I know how to make a clear and efficient call to emergency services	• I can identify some of the differences between friends, what they might have in common and what brings them together • I can describe the benefits of friendship and being part of a group, and identify ways to include others • I can explain what might make someone feel excluded and how to support them. • I can identify different types of friendship and how they might change over time. • I can describe the importance of communicating respectfully in friendships,	• I know the definition of drugs and can describe some of the things that drugs do. • I understand some of the effects and dangers of alcohol. • I understand that caffeine is a legal drug that has to be managed sensibly. • I know the dangers of smoking and have skills to help me to resist the temptation to smoke. • I know the dangers of cannabis and I understand that it is an illegal drug.	• I know when puberty is likely to happen. • I can explain the main emotional and physical changes that happen during puberty. • I know when puberty happens. • I can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen. • I know that young people can experience puberty differently and at different times. • I can describe some of the different emotions young people can have at puberty and how they might manage them.

	and know how to create them. • I practise and use diaphragmatic breathing. • I can manage my anxiety through exploring different strategies. • I know how to recognise my triggers and manage my anger. • I can use mindfulness to help me manage emotions. • I understand the difference between intelligence and effort. • I know that my intelligence is not fixed and that I can change my brain.	career, and how careers change over time • I can explain what can influence someone's decision about which career to choose • I can describe some common stereotypes related to work and their potential impact. • I can explain some of the qualifications, training and experiences for different careers • I can explain different ways into jobs, such as through college, apprenticeships or university • I can identify some areas of work I might be interested in for the future.		including online and strategies to do this • I can identify different types of bullying, including online • I can describe the role of peer influence and how to manage this in relation to bullying • I can explain the impact of bullying on someone and how to safely report and seek support for bullying if it is witnessed or experienced.		• I know how to stay clean during puberty. • I know how to get help and support during puberty. • I know how puberty can affect our bodies and our feelings. • I understand that children change into adults so that they are able to reproduce and puberty is a part of this process. • I recognise that becoming more independent can also mean having more risks.
Year 6	How can we	Media influence:	How can we keep	How can a growth	How do friendshi	Consolidation of

	manage our feelings ? (revision unit)	How do I decide what is true online?	healthy as we grow?	mindset help us manage change well?	ps change as we grow and become more independent?	KS2 learning and transition
Suggested Resources	Zones of Regulation	media-influence-how-do-i-decide-what-is-true-online-3486 What is AI (KS2-3)	RSE: Puberty, Relationships and Reproduction	Nurture My potential Yr 6 Transition	KS2 PSHE: The pressures of moving from primary to secondary school - BBC Teach (Due to the sensitive nature of the subject matter, we strongly advise teacher viewing before watching with your pupils) NSPCC talk relationships 11-12	
Focus	- Revising the zones - Recognising emotions - Learning how our emotions and behaviour affect ourselves and others.	- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions - that not everything should be shared online or social media and that there are rules about this, including the distribution of images	- Puberty and reproduction - Communication and consent in relationships - Families, conception and pregnancy - Communication and respect in relationships and online.	- Understanding of breathing and calming techniques - Think about differences between secondary and primary school - Explore hopes and worries about primary school - Explore friendships during transition - Create plans and strategies for managing	- how growing up and becoming more independent comes with increased opportunities and responsibilities - how friendships may change as they grow and how to manage this - how to manage change, including moving to	To be decided by class teacher based on needs of class and assessment of PSHE over the year.

		• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts to recognise unsafe or suspicious content online and what to do about it		emotions during transition	secondary school • How to identify and manage hurtful behaviours • About specific sexualised behaviours and how to respond to them • how to ask for support or where to seek further information and advice regarding growing up and changing	
Outcomes	• I am confident in my knowledge of the Zones of Regulation • I use an increasing	• I can explain different reasons why people post online and consider how bias can affect this • I can explain why there	• I can label male and female reproductive body parts. • I can explain how and why the	• I can use calming techniques to help me regulate my emotions • I understand the differences	• I can explain why friendship is important • I can describe why friendships may change	

	g emotiona l vocabula ry in my daily life • I recognise facial expressions and how they indicate the zone of regulation a person is in • I understand that others perceive people who are in the different zones in different ways. • I know that my behaviour can affect the feelings and zones of regulation for other people and am mindful of this • I know that all emotions are felt by everyone and that this is normal.	are many fake and AI-generated images online and identify ways to recognise them • I can explain how algorithms and human behaviours influence what we consume online • I can explain how to analyse and verify the information I consume online I can explain the importance of accurate health information online and explain how to verify health information	body changes during puberty in preparation for reproduction. • I understand what makes positive, healthy relationships. • I can discuss different types of adult relationships with confidence. • I know what forms of touching are appropriate and inappropriate. • I can describe some of the decisions that have to be made before having a baby. • I know some of the basic facts about pregnancy. • I know when it is appropriate to share	between primary and secondary school • I can explain what resilience is • I can identify and understand common emotions that can be experienced during transition • I understand and can practise some basic strategies for positive thinking • I understand strategies for managing anxiety and anger and can use these • I can identify important qualities in friendships • I understand and can practise assertive skills • I understand what it means to have empathy and can consider different perspectives	and develop over time • I can explain some of the benefits of making new friends and having different types of friends • I can describe some of the challenges of making new friendships while maintaining old ones • I can identify how communicating with friends, or others, online differs from face-to-face friendships and relationships • I can describe ways to keep friendships safe, positive and healthy when communicating online • I can explain the risks of meeting new people online • I can identify steps to take if an online relationship	
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	• I can see how external factors can affect my Zone and what strategies to use to keep regulated. • I can describe behaviours matched to each zone and strategies to support regulation • I am aware how I feel and think when another student produces expected versus unexpected behaviours when in a zone		personal information in a relationship. • I know where and how to get support if an online relationship goes wrong. •		feels unhealthy, unsafe or negative • I can explain what respectful behaviour is and the right everyone has to be treated with respect • I can identify the specific nature of unacceptable sexualised behaviours • I can explain strategies to respond to, or challenge, hurtful behaviours • I can identify how to report worries and where to get support.	
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TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW



Reception: My body, my relationships

- Lesson 1:** Caring Friendships
- Lesson 2:** Being Kind
- Lesson 3:** Different Families
- Lesson 4:** My Body My Choices

Year 1: Growing up, staying safe

- Lesson 1:** Different Friends
- Lesson 2:** Growing and Changing
- Lesson 3:** Body Safety (Online and Off)
- Lesson 4:** Families and Care

Year 2: Differences

- Lesson 1:** Gender Stereotypes
- Lesson 2:** Male and Female
- Lesson 3:** Naming Body Parts
- Lesson 4:** My Body Belongs to Me

Year 3: Valuing difference and keeping safe

- Lesson 1:** Body Differences
- Lesson 2:** Personal Space and Consent
- Lesson 3:** Families and People who Help Us
- Lesson 4:** Staying Safe and Getting Help Online

Year 4: Growing up with Respect

- Lesson 1:** Changes
- Lesson 2:** What is Puberty
- Lesson 3:** Healthy Friendships
- Lesson 4:** Valuing Difference

Year 5: Puberty and personal boundaries

- Lesson 1:** Talking about Puberty
- Lesson 2:** The Reproductive System
- Lesson 3:** Puberty Help and Support
- Lesson 4:** Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

- Lesson 1:** Puberty and Reproduction
- Lesson 2:** Communication and Consent in Relationships
- Lesson 3:** Families, Conception and Pregnancy
- Lesson 4:** Communication and Respect in Relationships and Online

[PSHE Progression Map](#)

[PSHE in the Early Years](#)

Appendix 2

Ground rules for PSHE lessons

Ground rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other students whether intentional or not. Such ground rules support broader class rules and the school's behaviour policy. In order for ground rules to be effective, they should be developed and agreed with the pupils themselves, rather than given or imposed by the teacher. The content of PSHE is wide and varied and needs to be age appropriate. Pupils need to be taught how to ask questions, explore their views and attitudes in a classroom situation, and to understand what to do if they need further support.

Ideas for ground rules

Shared agreement

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down

- We use the correct vocabulary when possible; if we are unsure, we ask the teacher
- We do not name names
- We know we can ask for further help or advice if we want and after the lesson too

Rights and responsibilities

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have a responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

Appendix 3

DEF information from statutory guidance

Relationships –

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Health education (the DfE has not separated this into Primary and Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

DfE Guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

