Primet Primary School PSHRE Policy

PSHRE Policy 2026-2027

Personal, Social, Health, Relationships and Economic Education

Approval Date: September 2027

Review Date: September 2028

Policy Lead: PSHRE Subject Leader

Approved By: Governing Board

Personal, Social, Health, Relationships and Sex Education (PSHRE)

Policy Statement

This policy has been revised to fully align with the Department for Education statutory guidance for Relationships Education, RSE and Health Education (2025).

At Primet Primary School, we believe that Personal, Social, Health, Relationships and Economic Education (PSHRE) is fundamental to preparing children for life in modern Britain. Through a broad, ambitious and inclusive curriculum, pupils develop the knowledge, skills, attitudes and values required to stay safe, maintain positive relationships, care for their physical and mental wellbeing, participate positively in society and become responsible citizens.

PSHRE is an essential part of our commitment to safeguarding, equality, personal development and academic success. It supports pupils to understand themselves, respect others and make informed decisions throughout their lives.

Vision

At Primet Primary School, our vision is to provide every child with the knowledge, skills and confidence they need to thrive both now and in the future. We aim for all pupils to develop into resilient, respectful and responsible individuals who value themselves and others. Through our PSHRE curriculum, children learn how to look after their physical and mental health, build positive relationships, stay safe in an increasingly complex digital world and make informed choices.

Our curriculum is underpinned by the school's core values of Aspire, Respect and Together (ART). We encourage pupils to aspire to achieve their personal best, embrace challenge and develop resilience. We teach children to respect themselves, others and the world around them by showing kindness, empathy and understanding. We also promote the importance of working together, recognising that positive relationships, collaboration and community are fundamental to success and wellbeing.

By the time they leave Primet Primary School, pupils will be well prepared for the opportunities, responsibilities and experiences of secondary education and later life, with a strong understanding of diversity, equality, citizenship and their role within modern British society.

1. Rationale

PSHRE is a planned programme of learning through which pupils acquire the knowledge, understanding, skills and attributes they need to manage their lives now and in the future. It supports children to stay healthy, safe and prepared for life in modern Britain. Through the school's values of Aspire, Respect and Together, pupils develop the confidence to aim high, the empathy to build positive relationships and the understanding that everyone has a role to play within their community.

2. Aims

The school aims to:

• Promote and develop the school's core values of Aspire, Respect and Together through all aspects of PSHRE learning.

• Encourage pupils to aspire to achieve their personal best, persevere when faced with challenges and develop confidence in their abilities.

• Foster respect for themselves, others, different cultures, beliefs, identities and the environment.

• Enable pupils to work collaboratively, support one another and contribute positively to their school and wider community.

• Develop confident, compassionate and responsible young people who understand the importance of belonging and making a positive difference.
• Promote pupils' physical, emotional, mental and social wellbeing.
• Develop resilience, confidence, independence and self-respect.
• Enable pupils to form positive, respectful and healthy relationships.
• Support pupils to make informed and safe choices.
• Develop understanding of rights, responsibilities, diversity and equality.
• Prepare pupils for the opportunities, responsibilities and experiences of later life.
• Promote British Values and respect for all members of society.

3. Statutory Framework

This policy reflects the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, the Equality Act 2010, Keeping Children Safe in Education, and relevant safeguarding guidance.

This policy has been developed in accordance with current legislation and statutory guidance, including the Education Act 2002, Children and Social Work Act 2017, Equality Act 2010, Human Rights Act 1998, the SEND Code of Practice, the Prevent Duty, Keeping Children Safe in Education and the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, which comes into effect from September 2026.

The school fully complies with all statutory requirements relating to Relationships Education and Health Education. Through Relationships Education, pupils are taught about families, friendships, respectful relationships, online relationships and personal safety. They develop an understanding of how positive relationships contribute to wellbeing and learn how to seek help when they need it.

Health Education provides pupils with essential knowledge about mental wellbeing, physical health and fitness, healthy eating, personal hygiene, internet safety and harms, basic first aid, health prevention and the physical and emotional changes associated with growing up. These areas are taught in an age-appropriate and progressive manner throughout the primary phase.

In short:

- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education
- SEND Code of Practice
- Prevent Duty Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (September 2026)

4. Curriculum Content

The curriculum includes all statutory areas:

Relationships Education:

- Families and people who care for me
- Caring friendships and respectful relationships. Respectful relationships
- Online safety
- Being safe and seeking help.

Health Education:

- Mental wellbeing
- Mental health and emotional wellbeing.
- Physical health, fitness and healthy lifestyles.
- Healthy eating and personal hygiene.
- Drugs, alcohol and tobacco awareness.
- Basic first aid
- Growing, changing and puberty.

Including

- Online relationships and internet safety.
- Economic wellbeing and citizenship.
- Living in the wider world.

5. Curriculum Intent

We aim for pupils to understand the importance of healthy relationships, recognise and manage risks, celebrate diversity and demonstrate respect for others. Children are supported to become responsible digital citizens who can navigate online environments safely and critically, while also developing the resilience, confidence and emotional literacy needed for lifelong wellbeing.

Our curriculum is firmly rooted in the school's values of Aspire, Respect and Together. We encourage children to aspire towards personal goals and ambitions, respect themselves and others in all aspects of school life, and understand the importance of working together to create a positive and inclusive community. By the end of Year 6, pupils will be equipped with the knowledge, skills and attitudes required to make informed choices and successfully transition to secondary school.

6. Curriculum Structure

The school's ART values are embedded throughout all six curriculum strands. Pupils learn to Aspire through developing resilience, self-belief, wellbeing and future aspirations. They learn Respect through studying

relationships, equality, diversity, citizenship, online conduct and personal responsibility. They learn Together through collaborative learning, community involvement, pupil leadership and understanding the importance of belonging, cooperation and active participation in society.

The PSHRE curriculum is organised around six key strands: Relationships, Community, Online Safety, Wellbeing, Growing Up and Financial Education. These strands have been carefully chosen to reflect the needs of our pupils and ensure full coverage of statutory Relationships and Health Education requirements, while also supporting broader personal development and citizenship outcomes.

Relationships

Within the Relationships strand, pupils explore family life, friendships, respectful relationships, personal boundaries and strategies for seeking support when needed. This strand promotes the value of Respect, helping children build healthy and positive relationships.

Community

The Community strand develops children's understanding of identity, equality, diversity, citizenship and British Values. It promotes both Respect and Together, enabling pupils to appreciate diversity and understand their role within a thriving community.

Online Safety

The Online Safety strand encourages pupils to demonstrate Respect and responsibility in digital environments while making informed and safe choices online.

Wellbeing

Through the Wellbeing strand, pupils are encouraged to Aspire by developing confidence, resilience, emotional literacy and positive attitudes towards physical and mental health.

Growing Up

The Growing Up strand helps pupils develop self-awareness, confidence and respect for themselves and others during periods of change and development.

Financial Education

The Financial Education strand encourages pupils to Aspire towards future goals and develop responsible decision-making skills that will support their economic wellbeing.

7. Curriculum Progression

As pupils move through the school, opportunities to demonstrate Aspire, Respect and Together are revisited and developed, enabling children to increasingly apply these values independently within school, their communities and the wider world.

The PSHRE curriculum is carefully sequenced to ensure that learning builds progressively from the Early Years Foundation Stage through to Year 6. Knowledge, skills and vocabulary are deliberately revisited and extended over time so that pupils develop increasingly sophisticated understanding across all six curriculum strands. This approach enables children to connect new learning with previous experiences and apply their knowledge in a range of contexts.

As pupils move through the school, learning develops from simple concepts such as recognising feelings, understanding friendships and identifying trusted adults, towards more complex themes including personal boundaries, online influence, equality, discrimination, puberty, financial responsibility and transition to secondary school. The curriculum progression model ensures that all pupils are appropriately prepared for the next stage of their education and for life in modern Britain.

8. Statutory Compliance

This school complies with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. Relationships education and health education are compulsory in primary schools.

9. Implementation

Teachers make purposeful links between lesson content and the school's ART values, ensuring pupils understand how these values support positive relationships, wellbeing, responsible decision-making, citizenship and personal success. Staff model the values consistently and provide opportunities for pupils to apply them in real-life contexts.

PSHRE is delivered through:

- Weekly discrete PSHRE lessons.
- Circle time and class discussions.
- Assemblies and themed awareness events.
- Cross-curricular links including Science, PE, RE and Computing.
- Picture News/current affairs discussions.
- Educational visits and visitors.

- Explicit teaching and celebration of the school's values of Aspire, Respect and Together through lessons, assemblies, themed events and enrichment opportunities.
- Pupil leadership opportunities such as School Council and pupil voice activities.

Teaching approaches include discussion, role play, collaborative learning, reflection, problem-solving and enquiry-based activities. Teachers establish safe learning environments and use agreed class rules for sensitive discussions.

10. Assessment, Monitoring and Evaluation

Monitoring will include evaluating how effectively pupils demonstrate the school's values of Aspire, Respect and Together within PSHRE learning and wider school life. Assessment is used to identify progress, inform planning and evaluate impact. Evidence may include:

- Pupil voice and discussions.
- Written and practical outcomes.
- Floor books and displays.
- Observation of participation and engagement.
- Subject leader monitoring, lesson visits and work scrutiny.

The subject leader will monitor curriculum implementation and report findings to senior leaders and governors.

11. Inclusion, Equality and Diversity

The school is committed to equality of opportunity and inclusion for all pupils. Teaching reflects the diverse nature of families and communities and promotes respect for protected characteristics under the Equality Act 2010. Learning is adapted to meet the needs of pupils with SEND and other vulnerable groups.

The value of Respect underpins all aspects of inclusion and equality. Pupils are taught to celebrate diversity, challenge prejudice, recognise the unique qualities of individuals and treat everyone with dignity and kindness. Through the value of Together, pupils develop a sense of belonging and understand the importance of creating an inclusive school community where everyone is valued.

12. Safeguarding

PSHRE contributes significantly to safeguarding by helping pupils recognise risks, understand healthy relationships, develop online safety awareness and know how to seek support. Any safeguarding concerns arising during lessons will be managed in line with the school's safeguarding procedures. Through the values of Aspire, Respect and Together, pupils develop the confidence to seek help, the understanding to recognise unsafe situations and the empathy needed to support others appropriately.

13. Relationships and Sex Education (RSE)

Relationships Education is statutory for all primary pupils. Sex Education is delivered in accordance with statutory guidance and is age-appropriate. Parents have the right to request withdrawal from any non-statutory sex education elements. There is no right to withdraw from Relationships Education or Health Education.

14. Roles and Responsibilities

Governors: Monitor statutory compliance and support the promotion of the school's values through the curriculum.

Headteacher: Ensure effective implementation and promote the values of Aspire, Respect and Together across the school.
Subject Leader: Lead curriculum development, monitoring and staff support while ensuring the school's values are embedded throughout PSHRE provision.
Staff: Deliver high-quality PSHRE, model the values of Aspire, Respect and Together and maintain safe learning environments
Parents/Carers: Support learning and work in partnership with the school to reinforce the values of Aspire, Respect and Together.
Pupils: Participate positively, respect others' views, aspire to achieve their personal best and contribute positively to the school community.

15. Community and Parental Engagement

PSHRE is an essential part of our commitment to safeguarding, equality, personal development and academic success. It supports pupils to understand themselves, respect others and make informed decisions throughout their lives. The curriculum is underpinned by our school values of Aspire, Respect and Together (ART), which guide pupils in developing the knowledge, skills, attitudes and character needed to thrive as confident, compassionate and responsible members of society. The school values strong partnerships with parents, carers and external agencies. Reflecting our core value of Together, we recognise that children achieve their greatest success when home, school and the wider community work collaboratively. Opportunities will be provided for consultation, information sharing and community engagement to support pupils' wellbeing, personal development and aspirations. Families are encouraged to play an active role in promoting the values of Aspire, Respect and Together, helping children flourish both within and beyond school.

16. Review

This policy Primary School seeks to ensure that every child embodies the ART of being a Primet pupil by learning to Aspire, demonstrating **Respect** and **achieving** success **Together**. will be reviewed annually or sooner if legislation or statutory guidance changes.