Personal, Social, Health Education (PSHE)

Policy including

Citizenship and Relationships, Sex and Health Education (RSHE)

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Higham Primary School
PSHE including Citizenship and RSHE Policy

Contents

1. Overview 3
2. Introduction 3
3. Intent 3
4. Implementation 4
5. Citizenship 5
6. Relationships Education 5
7. Sex Education 6
8. Health Education 7
9. How is teaching organised and taught? 7
10. The Learning Environment 8
11. Teaching Sensitive and Controversial Issues 8
12. Answering Difficult Questions and Sensitive Issues 9
13. Equalities 9
14. Promoting British Values 10
15. Safeguarding pupils and dealing with bullying 10
16. Pupil confidentiality 10
17. Monitoring and Review 10
18. The role of the Headteacher and Governing body 10
19. Parents notification 11
20. Working with parents and carers 11
21. Links with other policies 11
22. Appendix 1 – Curriculum Overview 13
23. Appendix 2 – Progression of Knowledge and Skills 16
24. Appendix 3 – Letter for Parents 21

Higham Primary School
PSHE including Citizenship and RSHE Policy

1. Overview

At Higham Primary School we believe that the teaching of PSHE, (including RSE) underpins not only the children's academic progress but also their development into members of an increasingly fast paced, challenging and changing world.

Abbreviations used throughout this document

PSHE – Personal, Social, Emotional Education
RSE – Relationships, Sex Education
RSHE – Relationships, Sex and Health Education

2. Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also made Health Education compulsory. The DfE guidance on Relationships, Health and Sex Education for governing bodies. This will become active from April 2021.

We are confident that our PSHE programme of study (obtained from Twinkl online published resources} covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Twinkl will publish further resources to ensure all statutory duties are fulfilled.

This policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), Preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), Keeping children safe in education 2025 - GOV.UK (www.gov.uk) and Equality Act 2010: advice for schools - GOV.UK (www.gov.uk) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

3. Intent

Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children in our school need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. At Higham, our vision for PSHE is to enable all pupils to flourish in the world around them. We endeavour to ensure that all pupils have a range of social and interpersonal skills that will help them to succeed in life as well as being positive citizens. We will also equip them with the necessary knowledge to support and enhance a healthy lifestyle and mind-set. We believe that a broad and balanced PSHE education is the entitlement of all pupils, regardless of ethnic origin, gender, class, aptitude or disability.

It is our vision that all pupils will display our key values throughout their time at the school. These values are respect, teamwork, perseverance, responsibility, kindness and creativity. The values will form the focus of assemblies and awards each term. The teaching of PSHE and the Higham School Values are further underpinned by our 3 school rules 'Ready, Respectful and Safe' These three rules develop a culture of mutual respect, a positive attitude and an awareness of their safety and the safety of others in all areas of life.

4. Implementation

PSHE will be covered through weekly lessons discretely taught throughout the school, from FS to Yr. 6, to give depth and breadth to the curriculum. We use the Twinkl Life PSHE scheme of work, and includes the statutory requirements for Relationships, Sex and Health Education (2026). It is a spiral, progressive and fully planned scheme of work. This comprehensive programme gives children relevant learning experiences to help them navigate their world, to develop positive relationships with others and have an awareness of their own strengths and skills.

There are three core themes which are further split into twelve different units. The children experience each of the twelve units every two years. (Key Stage One, Lower Key Stage two and Upper Key Stage Two) In Foundation Stage there are nine units that have been carefully structured to support the nine Early Learning Goals for PSED. The plan for when each unit is taught to each year group has been coordinated to best-fit with the other learning that is taking place for each year group, therefore enabling some cross-curricular links to be developed. The three core themes and units are as follows:

<table>
<tr><th colspan="3">EYFS</th><th colspan="3">Key Stages One and Two</th></tr>
<tr><th colspan="3">Early Learning Goal</th><th>Health and Wellbeing</th><th>Living in the Wider World</th><th>Relationships</th></tr>
<tr><td>Self Regulation</td><td>Managing Self</td><td>Building Relationships</td><td rowspan="2">Safety First
Its My Body
Think Positive
Growing Up</td><td rowspan="2">Aiming High
One World
Diverse Britain
Money Matters</td><td rowspan="2">TEAM
VIP's
Be Yourself
Digital Wellbeing</td></tr>
<tr><td colspan="3">Being Safe
Look What I Can Do
My Body
Reach For the Stars
How I feel
Me and My World
Positive Relationships
Super Me
Working Together</td></tr>
</table>

This comprehensive programme ensures that all pupils are challenged to fulfil their potential. PSHE lessons are rich in resources, vocabulary, questioning and content. They encourage all children to be resilient and to understand how to keep themselves safe and happy in their world leading to a successful future.

Lessons have a strong emphasis on emotional literacy, nurturing the children's mental and physical health. Mindfulness aspects encourage the children to advance their emotional awareness, concentration and focus. The resources provided as part of the scheme allow teachers at Higham Primary School to deliver engaging and relevant PSHE within a whole-school approach.

More detail on the areas covered by the scheme can be found in Appendix 1 and the Progression of skills document can be found in Appendix 2

In addition to these lessons, circle time is used as required, to address specific issues and concerns which may occur either in the classroom or on the playground, as well as allowing pupils the opportunity to discuss current affairs. At Higham, we have an active school council with representatives from each of the Key Stage 2 classes.

The council meets regularly throughout the year to discuss school issues, forthcoming events, fundraising activities and are sometimes involved in the appointment of some new staff. The school council allows all pupils to have a voice and to be heard. Children gain an understanding of the democratic process and can see the positive impact the council has on school life.

The programme of study that we have chosen is in line with the 2026 Statutory Standards and contains age - appropriate content on:

- Personal Safety: Including road safety, railway safety (including level crossings), and water safety through the Water Safety Code.
- Online Risks: Addressing emerging threats such as AI-generated content, deepfakes, and online financial harms including scams and the monetization of gaming.
- Emotional Health: Teaching pupils to recognise and talk about a scale of emotions, including loneliness, grief, and loss, as a normal part of daily life.

5. Citizenship

Throughout the school we maintain strong values that serve as a tool to maximise pupils' potential and welfare. The Higham values of Respect, Responsibility, Teamwork, Kindness Perseverance and Creativity alongside our rules of Ready, Respectful and Safe directly support the children's understanding of the Fundamental British Values (FBV): democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. Citizenship is taught throughout the curriculum in age-appropriate ways, ensuring that pupils understand their rights and responsibilities within a diverse society. In accordance with updated 2026 guidance, this includes teaching the legal facts of the Equality Act 2010 to foster an environment of mutual respect. All staff take responsibility for ensuring these values are evident in every in all areas of school life.

6. Relationships Education

The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults*.

At Higham we also believe that comprehensive and honest relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. We endeavour to help children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand that every human being is unique and has the right to be respected. There are many different family structures, and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts,

children are proven to be safer from abuse. In addition, we believe that relationship education helps children to develop their emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and gives them the confidence to ask for help when they feel unsafe.

The statutory outcomes for Relationships as outlined by the 'Relationships Education in Primary Schools' - DfE Guidance 2026 cover the following areas:

- Families and people who care for me,
- Caring friendships,
- Respectful relationships,
- Online relationships,
- Being safe.

Each of these areas will be addressed through many of the topics experienced by the children. A full list of these outcomes and how they are included in the Twinkl scheme can be found in Appendix 1 and 2

7. Sex Education

The DfE Guidance (updated 2025/26) continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. While Sex Education is not compulsory in primary schools, the school is responsible for determining content that ensures both boys and girls are prepared for the changes adolescence brings - drawing on the human life cycle set out in the National Curriculum for Science - including how a baby is conceived and born.

At Higham Primary School, we believe children should understand the basic facts about human reproduction before they leave primary school.

Our approach for 2026 continues to include:

- Biological Accuracy: To support safeguarding, pupils are taught the correct biological names for external body parts (including genitalia). This ensures children have the language to stay safe and report any concerns accurately.
- Transparency: Overviews for all topics in each year group are available on the school website. The lesson plans and resources used to teach all lessons on puberty, conception and birth can be made available to parents on request.

All parents have the right to withdraw their children from sex education. However, the scheme at Higham Primary school has been adapted to ensure that it focuses mainly on the statutory requirements for not only PSHE but also Health Education and Science. Therefore, parents and carers do not have the right to withdraw from lessons that includes:

- Friendships, families and staying safe (Statutory Relationships Education)
- Puberty education, the changing adolescent body and menstrual wellbeing (Statutory Health Education)
- Biological facts of the human life cycle and reproduction (Statutory National Curriculum Science)

The non-statutory parts of the scheme are covered in the following lessons:

- Year 4, Term 6, Lesson 1 - Human Reproduction
- Year 4 Term 6, Lesson 6 – Where do I come from?
- Year 5 Term 6, Lesson 5 – Let's talk about sex
- Year 5, Term 6, Lesson 6 – Human Reproduction

As a school, we have adapted and/or removed some content from these lessons. Parents have the right to view the teaching materials prior to the lessons, on request. If, after reviewing the materials, they consider any content unsuitable for their child, they have the right to request that their child be withdrawn from those lessons only.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In this time of instant access to information and misinformation through modern technology and their peers we believe it is better that children receive age-appropriate answers from within the safety of the classroom or their homes.

At Higham Primary School, sex education is an opportunity to provide a safe space in which children can ask questions about where they came from. It is an opportunity to be clear about how a baby is conceived, how it develops and then how it is born as set out in the national curriculum for science. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

All discussions and lessons in this area are delivered sensitively and respectfully with age-appropriate language and teaching materials.

8. Health Education

The statutory outcomes for Health Education as outlined by the 'Relationships Education in Primary Schools' - DfE Guidance 2026 cover the following areas:

- General Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies

Teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance. At Higham, we recognise that children need to understand the physical and emotional changes that occur in the bodies of both girls and boys and their functions as they develop into adults. Furthermore, the onset of menstruation can be a confusing or distressing time for children if they are not prepared. We acknowledge that we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even as early as year 4 (age 8-9). For this reason, we deliver puberty lessons to all children in years 4, 5 and 6. As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

9. How is teaching organised and taught?

At Higham Primary School we allocate a specific lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. The time given each week can sometimes vary due to the subject matter of that week's lesson, and the needs of the children in each specific class.

These explicit lessons are reinforced and enhanced in many ways, through assemblies and collective worship, praise and reward systems, through relationships within the school (child to child, adult to child and adult to adult). We aim to "live" what is learnt and apply it to everyday situations in the school community.

There is sufficient allocation of time to cover all three aspects of Health Education, Relationship Education and Sex Education. The groupings for the sessions are considered carefully by the school leadership team, PSHE Leader and the adults delivering the sessions. On most occasions the sessions are mixed gender in their usual class groupings. On some occasions in the year the groupings may be single gender and/or small group to enable certain topics or discussion to take place more sensitively but this will be at the discretion of the class teacher. Single sex lessons allow both girls and boys time to discuss and ask questions about the changes that both male and female bodies undertake and what this can mean for their future life.

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism. In every section of the programme a variety of teaching and learning styles are used.

10. The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are established within each class. These rules would typically include:

- taking turns to speak
- using kind and positive words
- listening to each other
- having the right to pass when it is our turn to speak
- respecting each other's privacy (confidentiality), beliefs and feelings

11. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues may arise in learning when there are some children with real-life experience. Teachers will be prepared and supported handling personal issues arising from the work. They will deal sensitively with, and follow up appropriately, any disclosures made in a group or individual setting.

Issues that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include (but are not limited to):

- family lifestyles and values,
- physical and medical issues,
- financial issues,
- bullying
- bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Where teachers deem necessary, parents will be informed if further discussion is required.

12. Answering Difficult Questions and Sensitive Issues

We encourage curiosity in children as an important part of their learning and children ask questions related to RHSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RHSE outside of the lesson. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. If a child raises a question that we feel would be better dealt with by the parent; then contact would be made with that parent as soon as reasonably possible.

Staff members are aware that views around RHSE related issues are varied. However, while personal views are respected, all RHSE issues are taught without bias using our scheme. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Pupils' questions are answered according to the age and maturity of those concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, to answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and should be able to deal honestly and sensitively with sexual orientation and gender diversity.

13. Equalities

Higham Primary School is an inclusive school. We do not discriminate against anyone, be they staff, pupil, parent or any member of the community based on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination. We promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." "Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

14. Promoting British Values

English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values. The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. Within the scheme there are lessons which include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens.

15. Safeguarding pupils and dealing with bullying

Schools have a legal obligation to safeguard their pupils in England, new legally binding safeguarding guidance was released to schools in September 2020. This establishes that schools must protect all children from physical and emotional abuse including bullying on and offline and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. Within the scheme taught at Higham Primary School there are units of work that teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

16. Pupil confidentiality

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's safeguarding policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

17. Monitoring and Review

The PHSE Leader will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Recommending targets for whole school development

The programme of study will be reviewed annually by the subject leader and will continue to conform to statutory updates from the DfE and other governmental departments as well as the Health Education Partnership.

18. The role of the Headteacher and Governing body

It is the responsibility of the Governing Body to hold the Headteacher to account for ensuring that the school fulfils its legal obligations in relation to PSHE and RSHE, including ensuring that:

- all pupils make progress in achieving the expected educational outcomes in regard to PSHE and RSHE;
- PSHE and RSHE is well led, effectively managed and well planned;
- the quality of PSHE and RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher may liaise with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

19. Parents notification

This policy, all the appendices, and other curriculum documents such as the 'PSHE Knowledge and Progression' document and the termly overviews for each class give information regarding what is being taught in each term are always available on the school website.

At the beginning of units that involve naming body parts, discussing puberty and/or human reproduction we also send out a notification to all parents highlighting that these subjects are going to be covered. We inform parents that we use the correct names for all parts of the body, this is so that they are prepared for their children using some more formal terms which they may not normally use at home.

Parents in years 4 and 5 also receive a letter informing them that their children are going to learn how babies are conceived and the changes to bodies in puberty that enable this to happen. The letter also states that they are welcome to see the teaching materials and resources in advance of these lessons by prior arrangement. The letter details the which lessons cover the non-statutory content and how they can go about removing their children from these lessons only. This letter can be found in Appendix 3.

20. Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2026) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

21. Links with other policies

PSHE, Relationships Education, Sex Education and Health Education has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development, including (but not exclusively), the:

- Anti-bullying policy
- Behaviour policy
- Confidentiality policy
- Equal Opportunities policy
- Health and Safety policy

- Computing policy
- Child Protection policy
- Special Educational Needs policy
- Science policy
- Teaching and Learning policy
- Curriculum policy

Higham Primary School
PSHE including RSE Policy

22. Appendix 1 – Curriculum Overview

PSHE	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	**TEAM** The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all.	**One World** This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others. We will also think about how people around the world use their environment and how we can look after our wonderful world.	**Safety First** We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe: outside, in the home, online, around strangers. Children learn about The Underwear Rule. Children will also learn about who can help us as and when we need it.	**Be Yourself** This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.	**Aiming High** In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.	**It's My Body** The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on: sleep, exercise, diet, cleanliness and substances.
Year 2	**Digital Wellbeing** In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.	**Diverse Britain** This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss communities, being good neighbours, Diverse Britain and looking after the local environment. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society	**Think Positive** This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of thoughts and feelings; ways to express emotions and cope with uncomfortable feelings; gratitude and mindfulness.	**VIP's** This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.	**Money Matters** This unit explores where money comes from and how it can be used. Children will discuss: where money comes from and occupations, ways to pay for things; how people can keep money, belongings and information safe and why this is key; the difference between wants and needs and spending choices; why it is helpful to keep track of the money people spend; how money can affect people's emotions .	**Growing Up** In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.
Year 3	**TEAM** This unit is well placed to be taught at the start of the new academic year as it explores challenges that come with a new	**One World** This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and	**VIPs** This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and	**Think Positive** This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to:	**Safety First** In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to	**It's My Body** Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of

Higham Primary School
PSHE including RSE Policy

PSHE	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.	encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.	what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.	understand our feelings; cope with and manage difficult emotions; learn how to support feelings of calm; develop a growth mindset; practise mindfulness; take responsibility for our decisions.	help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around: road, rail, water and substances. Children will also discuss basic first aid and how to respond in an emergency situation.	ourselves regarding: cleanliness; sleep and exercise; diet and substances. The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.
Year 4	**Aiming High** In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.	**Diverse Britain** This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as: rules, the law, liberty, Diverse Britain and democracy.	**Be Yourself** This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.	**Digital Wellbeing** In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.	**Money Matters** Children will build on their learning from KS1 about where money comes from and the advantages of different payment methods. Borrowing money is discussed as well as how to make safe choices when spending online. The concept of value for money is explored and the effects spending can have on the environment. Children will also learn about budgeting.	**Growing Up** Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.
Year 5	**TEAM** This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as	**One World** This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about: sustainability,	**Aiming High** In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how	**Think Positive** This unit aims to further develop children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and	**Be Yourself** This unit continues to celebrate children's individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.	**Growing Up** This topic builds on children's knowledge of how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as

Higham Primary School
PSHE including RSE Policy

PSHE	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.	biodiversity, global warming and natural resources. All this learning will hold central the consideration of what we can do to make the world a better place.	we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.	behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.		the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image.
Year 6	**VIP's** This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore conflicts and resolutions; secrets and dares; healthy and unhealthy relationships.	**Diverse Britain** This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society	**Money Matters** Children will begin this unit by exploring currencies around the world. They will discuss factors that may influence people's spending, such as value for money, ethical spending choices and offers or advertisements. The unit includes learning about budgets. It also discusses how money can affect people's emotions and the importance of talking to trusted adults if they have any worries or concerns. Children will explore online spending and risks associated with this. They will also discuss different factors which may influence people's employment choices and different ways people can make positive contributions to society.	**Safety First** This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children's understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe. This unit covers safety around: rail, road, water, fireworks, dangerous substances and medicines.	**Digital Wellbeing** In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.	**It's my Body** This unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.

Higham Primary School
PSHE including RSE Policy

23. Appendix 2 – Progression of Knowledge and Skills

Topic		Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Health and Wellbeing	Safety First	• identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe.	• identify and discuss some school rules for staying safe and healthy; • list some of the dangers we face when we are using roads, water or railways; • describe drugs, cigarettes and alcohol in basic terms; • identify some common injuries and know they can be treated with first aid; • recognise hazards and dangers in an emergency situation; • state 999 as the number to call to seek help in an emergency.	• describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code.
	It' s My Body	• explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies.	• understand the importance of sleep, exercise and healthy eating; • discuss what happens to muscles when we exercise them; • understand they can choose what happens to their body and know when a 'secret' should be shared; • explain that too much sugar is bad for health; • know the difference between medicine and harmful drugs and chemicals; • explain how germs travel and spread disease; • identify ways to protect their bodies from ill health.	• understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.

Higham Primary School
PSHE including RSE Policy

Topic		Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Think Positive	• identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still.	• understand that it is important to look after our mental health; • recognise and describe a range of comfortable and uncomfortable emotions; • discuss changes people may experience in their lives and how they might make them feel; • talk about things that make them happy and help them to stay calm; • identify uncomfortable emotions and what can cause them; • discuss the characteristics of a good learner.	• talk about their thoughts, feelings and behaviours; • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner.
	Growing Up	• talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that peoples' needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life; • talk about their family and ask others questions about their family.	• name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of family; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they are born; • identify someone they could talk to about their changing body should they need to.	• talk about their thoughts, feelings and behaviours; • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner.

Higham Primary School
PSHE including RSE Policy

Topic		Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Living in the Wider World	Aiming High	• discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year.	• discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.	• discuss their personal achievements and skills; • discuss different learning styles; • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed.
	One World	• talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared.	• describe similarities and differences between people's lives; • identify opinions that are different from their own; • express their own opinions; • recognise that their actions impact on people in different countries; • know what climate change is; • know there are organisations working to help people in challenging situations in other communities.	• explain what a global citizen is; • say what global warming is; • understand that human energy use can harm the environment; • understand the importance of not wasting water; • understand what biodiversity is; • understand that their choices can have far reaching consequences.
	Diverse Britain	• identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.	• describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them.	• talk about the range of faiths and ethnicities in Britain; • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; • talk about the role of charities and voluntary groups in the community.

Higham Primary School
PSHE including RSE Policy

Topic		Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Money Matters	• name some jobs they know; • talk about some different payment methods; • list ways people can keep money safe; • talk about one example of personal information; • discuss ways people can keep track of spending; • name items that people might want and ones that they might need; • discuss different emotions people might feel in certain scenarios and how to show kindness and respect.	• discuss where money comes from; • list four payment methods people can use to pay for items; • give examples of things people want and need; • offer reasons people might need to borrow money; • talk about ways we can keep money safe; • discuss what value for money means; • explain what it means to budget.	• talk about what currencies are; • explain the advantages of some payment methods; • talk about how advertisements and offers may influence people's spending decisions; • discuss how people can make and use a budget; • give examples of ways money can affect people's emotions; • explain the importance of keeping personal information private; • talk about factors which may influence people's career choices.
Relationships	TEAM	• talk about the different teams they belong to; • describe how we can listen to others; • list some ways we can show kindness to others; • provide examples of friendly joking, teasing and bullying behaviours; • identify helpful and not-so-helpful thoughts; • talk about different choices we can make within our team.	• talk about changes people may go through and what feelings or emotions these changes may bring; • list some helpful behaviours that support teamwork; • understand how different behaviours affect the whole team; • talk about different emotions our teammates may experience; • discuss ways we can resolve disputes within a team; • talk about how fulfilling our responsibilities benefits our team.	• talk about qualities and attributes of teams they identify as successful; • talk about the importance of respectful communication; • explain what it means to compromise and collaborate; • describe ways we can care for people in our team; • list examples of unkind behaviour and talk about what we can do to help; • talk about different responsibilities we have to help the team function well.
	VIP's	• explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others that they care.	• talk about ways we can show respect to our VIPs both online and offline; • talk about different ways to make new friends; • talk about ways we can tell whether a relationship is healthy or unhealthy; • describe positive resolutions we can use to solve a dispute in a friendship; • list different forms of bullying and suggest effects of these; • identify people and organisations who can offer support if we or someone we know is being bullied.	• share ideas for ways we can care for our VIPs; • identify some aspects of healthy and unhealthy relationships; • discuss a range of calming techniques with support; • discuss ways to handle a disagreement with support; • explain ways to resist pressure with support; • identify which secrets are OK to keep and which need to be shared with support; • list factors that might show a relationship is unhealthy.

Higham Primary School
PSHE including RSE Policy

Topic		Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Be Yourself	• identify their own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings.	• list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not • always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow.	• discuss scenarios where children are torn between 'fitting in' and being true to themselves; • explain how to communicate their feelings in different situations; • discuss different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends.
	Digital Wellbeing	• identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true.	• identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use.	• identify the benefits and risks of the Internet; • understand it is important to look after their digital wellbeing; • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it stop; • explain that not all online information is true.

24. Appendix 3 – Letter for Parents

Dear Parents and Carers,

In our PSHE lessons at this time of year we look at the changes and developments in our bodies as we get older. This education is vital for the children's understanding of the changes to come in themselves and each other. It provides a safe space in which the children can learn and discuss not only what happens but why it happens and some other issues that can arise around these changes.

Please be assured that we cover all required statutory content, as set out by the government and that our scheme is fully compliant with the statutory requirements for Relationships, Sex and Health Education (RSHE, 2026).

As part of these lessons we teach and use the correct names for body parts to all children across every year group. In Key Stage 2 (Years 3–6), pupils will learn about aspects of puberty, conception, and the development of babies in the womb. All topics are taught using age-appropriate language and are approached with care, respect, and sensitivity.

In Years 1, 3, and 6, the focus will be on making positive choices about their bodies, as well as maintaining both physical and mental health. A key theme within these units is consent. For younger children, this begins with understanding consent in simple contexts, such as hand-holding. As children grow older, this learning develops into recognising and expressing when they feel uncomfortable in different situations. Teaching about consent was identified as an important area for development during our last Ofsted inspection, and we are committed to ensuring pupils understand its significance.

In Years 2, 4, and 5, there is a greater focus on understanding their bodies, recognising similarities and differences between individuals, and the importance of privacy with regard to their bodies. Older pupils will also explore changes associated with growing up, including puberty and baby development.

The scheme at Higham Primary school has been adapted to ensure that it focuses mainly on the statutory requirements for not only PSHE but also Health Education and Science. Therefore, parents and carers do not have the right to withdraw from lessons that include:

- Friendships, families and staying safe (Statutory Relationships Education)
- Puberty education, the changing adolescent body and menstrual wellbeing (Statutory Health Education)
- Biological facts of the human life cycle and reproduction (Statutory National Curriculum Science)

We do cover a small amount of non-statutory content in years 4 and 5 only. We have adapted our scheme from the original publisher; changing or removing some of the content from these lessons. Parents have the right to view these teaching materials prior to the lessons on request. If they deem the content unsuitable for their children, then the parents have the right to request that their children be removed the class for those lessons only.

We recognise that some parents may be uncomfortable with their children receiving sex related education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they come from. In this time of instant access to information and misinformation through modern technology and their peers we believe it is better that children receive age-appropriate answers from within the safety of the classroom or their homes.

Higham Primary School
PSHE including RSE Policy

At Higham Primary School, sex education is an opportunity to provide a safe space in which children can ask questions about where they came from. It is an opportunity to be clear about how a baby is conceived, how it develops and then how it is born as set out in the national curriculum for science. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

All discussions and lessons in this area are delivered sensitively and respectfully with age-appropriate language and teaching materials.

The PSHE scheme overviews and statutory RSHE guidance are available on the school website. We are always happy to discuss the curriculum and can share lesson content with parents in advance of sessions where appropriate.

If you would like to discuss any aspect of the programme in more detail, please do not hesitate to contact your child's class teacher or the PSHE lead via the school office.

Yours sincerely,

C Donnell

PSHE lead