



PHSE Policy

Rudyard Kipling Primary School

September 2026

Review: August 2028

Introduction

It is increasingly recognised that personal, social, health and economic (PSHE) education can contribute to positive physical, emotional and mental health and healthy relationships. It is also important in preventing bullying, prejudice, substance misuse, and sexual exploitation. For these reasons, PSHE education is a central part of the curriculum at Rudyard Kipling Primary School & Nursery.

We believe effective PSHE education will enable our pupils to build healthy friendships and relationships, and to keep themselves safe now and in the future. It can also support behaviour for learning and growth mindsets. It empowers children to develop social and emotional aspects of learning, contributing to the explicit teaching of character traits, attributes and behaviour for learning. In these ways, it contributes to the wellbeing, safety and achievement of all pupils in this school.

Finally, our PSHE programme supports us in our safeguarding duties and develops the skills pupils need to keep themselves safe, including online. Indeed, the Department for Education have highlighted how PSHE education is increasingly important and relevant for young people growing up today:

*'Today's children and young people 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 and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'*¹

Given the pressures young people face, relationships and health education is compulsory in all primary schools in England. At Rudyard Kipling Primary School, we deliver this statutory content through our PSHE education curriculum.

This policy covers our school's approach to the PSHE curriculum and meets the statutory requirement for a relationships and sex education (RSE) policy. This policy also applies to PSHE education delivered to pupils who are enrolled at the school but who have part of their education delivered off-site.

Statutory Duties

Our PSHE education programme helps the school to meet our statutory duty 'to promote the wellbeing of pupils at the school' and to make sure we have a balanced and broad-based curriculum, which:

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

As part of this broad and balanced curriculum, PSHE education also prepares pupils positively for life in modern Britain and promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, including those without faith.

¹ Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education. Foreword by the Secretary of State. 2025

Our PSHE programme is planned and delivered as evidence-based, regularly timetabled preventative education and is reinforced through the wider curriculum and whole-school approach.

Our PSHE education is informed by relevant policy, guidance and legislation. This includes statutory guidance on Relationships Education (Primary)² and Relationships, Sex and Health Education (RSE).³

The planning and delivery of our PSHE education also complies with the Human Rights Act 1998 and acknowledges the requirements of the Equality Act 2010 to:

- eliminate discrimination and harassment
- advance equality of opportunity, and
- foster good relations.

We will make every effort therefore to make sure our PSHE programme is inclusive of all pupils, is informed by their needs, and reflects the diversity of our school and wider community. In addition, PSHE education can help pupils better understand equality and diversity. By developing critical thinking skills, they can be encouraged to engage in respectful and safe discussion of sensitive issues.

² Statutory guidance: Relationships education (Primary). Department for Education, 2025.

³ Statutory guidance: Relationships and sex education (RSE) and health education. Department for Education, 2025

Definitions

PSHE

Personal, social, health and economic (PSHE) education is a planned programme of learning that helps pupils develop the knowledge, skills, attitudes and attributes they need to manage their lives now and in the future. It supports pupils to develop their physical and mental health and wellbeing, build healthy and respectful relationships, make informed and responsible decisions, stay safe, develop resilience and prepare for life and work.

PSHE education provides opportunities for pupils to develop knowledge and understanding, practise and apply skills, and explore attitudes, values and beliefs. It contributes to pupils' personal development and supports them to become confident, responsible and active members of society.

PSHE education is commonly organised around three core, inter-related themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within these themes, the PSHE curriculum provides the framework through which schools deliver statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education, alongside other important areas of learning such as citizenship, financial education, careers and enterprise education, online safety, drug and alcohol education, mental health and emotional wellbeing, personal safety and preparation for adult life.

The statutory requirements for Relationships Education, RSE and Health Education are set out in the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance. The revised guidance is applicable from 1 September 2026. Schools should ensure that their PSHE curriculum reflects the statutory requirements and is appropriate to the age, developmental stage and needs of their pupils.

PSHE education is an important and necessary part of pupils' education. It should be taught as a planned, developmental programme which complements learning across the wider curriculum and supports pupils' personal development, safeguarding, health and wellbeing, relationships and preparation for life beyond school.

Physical Health and Wellbeing

The aim of teaching about physical health and mental wellbeing is to provide pupils with the information and skills they need to make good decisions about their own health and wellbeing. It enables them to recognise when they or others need help and how to access support from appropriate resources.

In delivering this aspect of the curriculum, we make it clear that mental wellbeing is part of daily life, in the same way as physical health. This part of the PSHE education curriculum is statutory.

Relationships Education

The school is committed to delivering high-quality relationships education that prioritises the safety and wellbeing of all pupils. Teaching is rooted in protective factors that help children recognise healthy and respectful relationships, understand boundaries, communicate respectfully, identify signs that something is not right, and know how to seek help.

Relationships education provides the fundamental building blocks, skills and characteristics needed for positive relationships with friends, family, and other adults and children. This aspect of the curriculum supports the development of respect for difference and skills in staying safe on- and offline. This part of the PSHE curriculum is statutory.

Sex Education

In our school, we deliver age-appropriate sex education as we believe this is vital to keeping children safe, now and in the future, and because understanding puberty, particularly menstruation is difficult without explaining intercourse and conception.

The statutory science curriculum includes learning about the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals.

Citizenship

In our school, citizenship is delivered through PSHE and when appropriate, through assemblies and a cross-curricular approach. Therefore this policy covers this aspect of our curriculum.

Drugs, Alcohol, and Tobacco

The aim of teaching about drugs, alcohol and tobacco is to provide pupils with the knowledge and skills they need to understand the effects these substances can have on the body, make safe and informed choices, and recognise when they or others may need help. Teaching is age-appropriate and supports pupils to understand the importance of staying safe and knowing where to seek appropriate support.

For the purposes of this policy, a drug is defined as any substance which, when taken into the body, affects its chemical composition and how the body functions. This includes medicines, alcohol, tobacco, illegal drugs, volatile substances such as aerosols, solvents, glue and petrol, and novel psychoactive substances (sometimes referred to as 'legal highs')

Relationships and Sex Education

Relationships and sex education (RSE) enables children and young people to develop respectful and consensual attitudes, behaviours and relationships. RSE addresses the questions and concerns raised by biological changes. For example, we might explore the feelings that the arrival of a new baby can bring, or the effect of puberty on friendships.

It also provides balance to sometimes distorted messages about sex, gender roles and relationships in the media. It can help protect children by explaining boundaries and safety, and developing the skills and understanding needed to recognise abusive behaviour and seek help.

RSE is a planned programme of learning about the emotional, social, legal and physical aspects of growing up and relationships, including age-appropriate teaching about sex, gender identity, human sexuality and sexual health. This provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, and for managing risk and for staying safe.

- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.

Right to be Excused

We recognise that parents and carers have a right to request for their child to be withdrawn from **sex education taught as part of the PSHE curriculum and that goes beyond the content of the National Curriculum for Science**.

It is important to be clear that this is a **limited right of withdrawal** and does not apply to PSHE education as a whole.

Parents and carers **do not have the right to withdraw their child from:**

- relationships education
- health education
- any content that forms part of the National Curriculum for Science, and
- science teaching about the human body, including growth, puberty and reproduction.

The National Curriculum for Science includes statutory teaching about the human body as it grows from birth to old age, including puberty, and reproduction in some plants and animals. Parents and carers cannot withdraw their child from this statutory science content.

At Rudyard Kipling Primary School, we also teach some age-appropriate sex education through PSHE. **The right to withdraw applies only to the specific elements of this teaching that are identified as sex education and go beyond the National Curriculum for Science.** These elements are clearly identified on our curriculum map and communicated to parents and carers before they are taught.

Therefore, the right to withdraw applies to a **small and clearly identified part of our overall PSHE/RSE provision**. It does not apply generally to PSHE, RSE, health education or puberty education.

We believe children benefit from receiving this education in school, where it can be taught in a safe environment through an age-appropriate and carefully planned approach. Parents and carers are encouraged to discuss any concerns with the Head Teacher or PSHE Education Coordinator before making a request.

Should a parent or carer wish to request the withdrawal of their child from one of these specific sex education lessons, they should contact the Head Teacher. We will discuss the nature and purpose of the lesson, the reasons for the request and any concerns the parent or carer may have. If the parent or carer still wishes to withdraw their child, we will respect this request in accordance with statutory guidance and agree which lesson or part of a lesson the child will be withdrawn from.

We will keep a record of requests to withdraw and the decisions made.

Parents and Carers

Parents and carers are important partners in the development and delivery of PSHE education. We aim to be transparent about what is taught, including the resources used for RSE, and to provide clear information so that families can discuss learning at home.

Curriculum maps and relevant information are made available through the school website and printed communications sent home. Where appropriate, families can request support to understand information, including accessible formats or help with English as an additional language.

Partnership

We are committed to working in collaboration with parents and carers who are important educators about many aspects of the broad area of PSHE education. If a parent or carer wishes to discuss any aspect of the PSHE education curriculum, they should contact the PSHE Education Coordinator or class teacher.

Prior to teaching RSE we send a letter home so parents are aware of what their children will be learning at school.

Religion and Belief

We do not make assumptions about the views of parents and carers from particular faith backgrounds. However, we aim to take into account the religious backgrounds of pupils and students in planning teaching.

Aims and Objectives of PSHE Education

PSHE education supports Rudyard Kipling Primary & Nursery's overarching values:

- Create a caring, safe and calm environment in which effective learning can take place and there is mutual respect between all members of the school community.
- Promote the development of children's self-worth, identity and achievement.
- Ensure we meet the needs of all children and families.
- Develop in all children the ability to listen to and empathise with others and to appreciate and celebrate differences.
- Effectively support our LGBT, non-binary and gender questioning children and families within Rudyard Kipling Primary School community.
- Support children in becoming independent, self-disciplined and responsible lifelong learners who are able to make positive choices.

The PSHE Education Curriculum

In line with our statutory duty, the PSHE education curriculum map for our school can be found on the school website.

The curriculum is guided by the principles of engagement with pupils, engagement and transparency with parents, positivity, careful sequencing, relevance and responsiveness, skilled delivery of participative education, and a whole-school approach. These principles inform the planning and review of our curriculum.

In our planning, we refer to the PSHE Association Programme of Study for PSHE Education (Key Stages 1–5). We also use resources and guidance produced by Brighton & Hove City Council PSHE Service. We have used these resources alongside statutory guidance as a

guide to developing our own age-appropriate curriculum to suit the needs and character of our school, the pupils in it, and in the context of a broad and balanced curriculum.

PSHE education is given dedicated curriculum time, with a weekly allowance of 30 minutes in key stage 1 and 40 minutes in key stage 2. Reception are given dedicated time to cover the Reception Social and Emotional Aspects of Learning (SEAL) framework and PSHE education early learning goals from Development Matters.⁴

Inclusive PSHE Education

All our pupils, whatever their experience and background, are entitled to a quality programme of PSHE education that helps them build their confidence, a positive sense of self and identity, and the ability to stay safe.

All classes include pupils with different ethnicities, abilities and disabilities, languages, faiths, experiences and backgrounds, families, genders and sexual orientations. To encourage all pupils to participate in lessons, we do our best to ensure the content, resources, approaches and language used reflect this rich diversity in our school community.

PSHE education promotes awareness, respect and understanding of the similarities and differences between individuals and groups and provides an opportunity to explore the range of different views that are held in a safe and supportive learning environment. Therefore the programme is supportive of our equality and anti-bullying policies and the promotion of our school values.

We recognise that some pupils may have experiences that make particular topics especially sensitive. Where appropriate, teachers will consider individual circumstances in advance and work with pupils, families and relevant staff to enable safe and meaningful access to learning.

We aim to provide a PSHE education curriculum that is accessible to all so that all pupils can make progress in this subject. The curriculum is adapted to make sure all pupils, including those with special educational needs and/or disabilities (SEND), can access and participate meaningfully in learning.

Teachers consider pupils' developmental stage, communication needs, sensory needs, prior experiences and individual circumstances when planning PSHE lessons. They work with the Special Educational Needs Coordinator (SENCO) and use appropriate adaptations, pre-teaching, visual supports, social stories, scripts, differentiated resources and follow-up support where needed. Pupils will not routinely be withdrawn from PSHE education for additional academic support, as PSHE is fundamental to wellbeing and supports wider achievement.

Organisation of PSHE Education

Coordination and Monitoring

The PSHE Education Coordinator [Natalie Goozee] is responsible for coordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for teachers, and obtaining and distributing up-to-date resources. The PSHE coordinator is also responsible for ensuring that the pupil voice is used to enrich and support curriculum review and development. The PSHE Education Coordinator regularly attends local network meetings and training opportunities.

⁴ Development Matters: Non-statutory curriculum guidance for the early years foundation stage. Department for Education, 2023.

Cross-Curricular Links

PSHE education is a broad subject, with many links to other subject areas. For example, aspects of PSHE education are also covered in Science, Literacy, RE, Drama and Computing. We ensure that these links are drawn out and overlapping aspects enrich each other rather than repeating content. This is achieved through cross-curricular planning and liaison with colleagues planning other aspects of the curriculum.

Delivering the PSHE Education Curriculum

Safe Learning Environments

PSHE education involves teaching and learning about a range of subjects, many of which are sensitive or challenging. For some children and young people, these subjects could be directly relevant to their lives. So it is essential to establish a safe learning environment.

PSHE education can give rise to pupil disclosures. This is particularly true of some specific areas of the curriculum, such as relationships and sex education and drug and alcohol education.

In practice, confidentiality as a ground rule or part of a working agreement in a PSHE education lesson means:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- sometimes not talking about something outside the group or using names, and
- adults in the classroom being bound by the same rules, except where a child or young person discloses something that the adult is obliged to report in the best interests of that child and or under safeguarding responsibilities.

In creating and maintaining a safe, learning environment we will consider the needs of individual pupils, use distancing techniques, challenge prejudiced language and behaviour when we see it, and ask for pupil feedback. We will also use anonymous question boxes to provide pupils with the opportunity to ask further questions.

We have a range of strategies in place to make sure pupils know how they can access extra help or support. These include bubble time, helping hands and posters signposting to services.

Teaching and Learning Methodology

PSHE education also has a clear life-skills focus. Pupils are given opportunities to practise staying safe, recognising and managing risk, setting and respecting boundaries, asking for help, making positive choices, managing feelings, building healthy relationships and responding respectfully to difference. We use positive, age-appropriate language and avoid presenting risky or harmful behaviours as inevitable or expected.

The programme will be taught through a spiral curriculum. This means a theme will be approached in an age-appropriate way and returned to later, building on what has gone before. This approach reflects and meets the personal and developmental needs of the children and young people.

A wide variety of teaching and learning styles are used within our PSHE education, with an emphasis on active learning and the teacher as facilitator. This includes planned learning activities (drawing on a range of learning styles), skills practice, review and reflection.

We evaluate approaches to teaching and learning in partnership with pupils. This is done through pupil conferencing and use of video and photographing evidence in lessons.

Assessment

There are no statutory requirements for end of key stage assessments in PSHE at Key Stages 1 & 2. However, it is necessary for teachers to keep progress records and report to parents.

We use assessment to embed knowledge, check understanding and to inform teaching. A key marker for progress in this subject will be the pupils' ability to demonstrate the essential skills of PSHE. Our assessment practice encompasses teacher, peer and self-assessment. We record progress in this subject.

A variety of techniques for both formative and summative assessment will be used during the assessment process (not all written). Children will be encouraged to participate in the assessment process wherever possible.

Examples of observational assessment opportunities:

- Giving talks/presentations
- Writing letters
- Participating in discussions
- Taking part in role-play
- Interviewing people

Responding to Prejudice and Stereotyping

Our PSHE education programme will include exploring a range of different attitudes and values and these may give rise to conflicts. For example, this may be between the expression of religious or cultural views and attitudes (including attitudes learned at home), which may run counter to school values related to difference and diversity.

It is part of the process of growing up that we explore these conflicts and clashes, and appropriate discussion can support this process. We think open discussion is important. However, within this staff will aim to fairly maintain and assert school values and policy, supporting pupils to behave within school policy and the law.

During discussions in PSHE education, it is likely that some forms of prejudice will arise, whether intentionally or unintentionally. School staff will remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the school community. All prejudice based incidents will be appropriately explored or challenged and recorded (under 'prejudiced incident' on our reporting software, CPOMS).

As part of PSHE education, pupils will also be taught the skills to safely challenge prejudice and stereotyping amongst their peer group. We are particularly alert to everyday sexism, misogyny, anti-LGBT+ attitudes, gender stereotypes and other forms of prejudice. These are challenged consistently and appropriately whenever they arise, both within PSHE lessons and across school life. Pupils are supported to understand why such attitudes and behaviours are harmful and to develop the confidence and skills to challenge prejudice safely.

Resources

Resources are reviewed regularly by the PSHE Education Coordinator to make sure they remain accurate, age-appropriate, inclusive and aligned with statutory guidance. Resources chosen to deliver PSHE education will always be in line with the school's values and ethos.

We use a range of resources including picture cards, websites, film clips, games, puppets and 3D models. These are selected to support learning and to represent the school

community. We also make sure our resources challenge stereotypes. For example, by showing girls and boys in non-stereotypical roles.

Resources, particularly those freely available on the internet are checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

Liaison with Partner Schools

External visitors or agencies may enhance PSHE education but do not replace teacher-led delivery. Before a visitor or external agency is used, the school will ensure the approach and resources are consistent with school policy and statutory requirements, appropriate safeguarding checks have been completed, and the teacher has reviewed the content. A member of school staff will remain present during all sessions.

We liaise with our partner schools to ensure continuity, consistency and progression. We find out what has been taught and how, so we do not leave gaps or repeat the same content in the same way. Of course, within a spiral curriculum, we will address some of the same issues in more depth or sophistication across key stages and school phases.

Confidentiality

Confidentiality issues are central to PSHE. Rudyard Kipling School is committed to acting in the best interest of all the individuals within the school community. Children and young people are regularly told, in language appropriate to their age and maturity, that school staff cannot maintain complete confidentiality. They are informed that information disclosing a child being hurt or harmed or at risk of hurt or harm will need to be shared. School staff are provided with safeguarding training on how to manage disclosures, including those made in PSHE lessons or as a result of them. Pupils are regularly reminded of sources of confidential support and advice.

If a child or young person discloses information which they ask not to be passed on, then we will honour the request unless:

- there is a safeguarding concern
- information is requested for cooperation with a police investigation, and/or
- there is a need to make a referral to an external service.

Pupils are reassured that if confidentiality has to be broken they will be informed first and will be supported as appropriate. Children and young people will be kept informed about how any information they have disclosed will be treated by the school and who will have access to it.

Disclosures made by children and young people related to their sexual orientation or gender identity are not, in themselves, safeguarding issues unless there is additional evidence of harm or risk to that child or another child. This level of personal information will only be shared on a need-to-know basis and, where appropriate, with the agreement of the child and/or their family.

Safeguarding

The best interests of the child or young person will always be a guiding principle. PSHE education can sometimes lead to pupils sharing information about experiences or concerns in their lives. If a disclosure, question or comment raises a safeguarding or child protection concern, staff will follow the school's Safeguarding and Child Protection Policy and local safeguarding procedures.

Staff will respond calmly and sensitively to disclosures and will not promise pupils complete confidentiality. Pupils will be informed, in an age- and developmentally-appropriate way, that information may need to be shared where there is a concern about their safety or the safety of another person.

The age of consent to sexual activity in the UK is 16. **Children under the age of 13 cannot legally consent to sexual activity. Any disclosure of sexual activity involving a child under the age of 13 will therefore be treated as a safeguarding concern and managed in accordance with the school's safeguarding procedures.** For pupils aged 13–15, any disclosure of sexual activity will be considered carefully in line with the school's safeguarding procedures and the individual circumstances of the child.

We recognise that some PSHE lessons may be particularly sensitive for pupils who have experienced bereavement, family separation, abuse, exploitation, trauma or other difficult experiences. Where we are aware that a pupil's background or circumstances may affect their response to a lesson, we will consider their individual needs and, where appropriate, work with the pupil, parents or carers and relevant staff to make sure they can access the learning safely and appropriately.

PSHE teaching will reinforce pupils' understanding of boundaries, consent, respectful relationships, safe and unsafe situations, and how to seek help from a trusted adult. Where pupils ask questions or raise concerns, staff will respond in an age-appropriate and factual way, while remaining alert to any safeguarding implications.

Any safeguarding concerns arising from PSHE lessons will be shared with the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

Use of Artificial Intelligence (AI)

We recognise that children may encounter AI-generated content, including inaccurate information, manipulated images or videos, and other content that may affect their safety and wellbeing. Where relevant and age-appropriate, PSHE and online-safety teaching will help pupils develop critical thinking, recognise that AI-generated information may not be reliable, understand why they should avoid sharing personal information with AI tools, and know that AI cannot replace conversations with trusted adults.

Where resources or lesson materials are created or supported using artificial intelligence (AI), staff will assess their quality by checking carefully for accuracy, bias, appropriateness and safeguarding. Personal or sensitive pupil information will not be entered into AI systems. AI must support, not replace, professional judgement and evidence-based teaching.

Drug- and Alcohol-Related Incidents

Our aim through the drug, alcohol and tobacco education programme is to prevent use or early use of drugs and alcohol. We make it clear to pupils, parents and carers that drugs and alcohol are not to be brought on to the school site or school trips, and that it is not appropriate for anyone to be under the influence of drugs and alcohol during the school day.

However, incidents can occur and when they do we will:

- protect as far as possible the interests of the child or young person concerned
- protect other children and young people in our school community
- contact the police or make a referral to the appropriate safeguarding service, including the Multi-Agency Safeguarding Hub (MASH) where appropriate, in line with the school's Safeguarding and Child Protection Policy and local safeguarding procedures

- tackle the dealing of drugs more severely than users
- reinforce the educational emphasis on knowledge, awareness and skill development
- challenge prevalent social norms related to drugs and alcohol, and their use, and
- provide additional support for pupils who have, or are at risk of developing, substance misuse issues, in partnership with appropriate local services.

Our school follows Brighton & Hove City Council's guidance in dealing with drug- and alcohol-related incidents.

We will follow Department for Education guidance on Searching, Screening and Confiscation: Advice for Schools, and will seek support from the school's police officer where appropriate.

Implementing the Policy

Monitoring Policy and Delivery of PSHE Education

The governing body oversees policy review and monitoring. The PSHE Education Coordinator will use school needs, pupil voice, staff feedback, safeguarding information, behaviour information, and wellbeing data such as the Safe and Well School Survey (SAWSS) to inform curriculum development and evaluate impact. Resources and curriculum content will be reviewed regularly to ensure they remain suitable and aligned with current guidance.

The review and monitoring of this policy will be the responsibility of the PSHE Education Coordinator and will include:

- review of planning and guidance and development of a development plan for PSHE education
- liaison/meeting time with class teachers to discuss the policy and its implementation
- conducting a regular audit of provision to ensure we are meeting the needs of all our pupils and delivering an effective programme (using quality review frameworks, when available)
- release time for the Coordinator to enable them to carry out the above
- evaluation and focus group comments from pupils, and
- staff training in response to needs identified in the monitoring process.

Governors, in liaison with class teachers, have the opportunity to observe PSHE education sessions. The PSHE Education Coordinator is available to discuss the PSHE education programme with them informally.

The success of our PSHE education programme will be judged based on:

- reductions in recorded incidents of bullying
- improvements in relevant SAWSS data
- improvement in behaviours for learning
- reduction in playground incidents
- increased awareness of opportunities for referrals to services, and
- effectiveness of CPOMS.

Complaints

Concerns or complaints about this policy or the provision, organisation, or delivery of PSHE education should be raised with the PSHE Education Coordinator, Head Teacher or through the school's usual complaints procedure.

Policy Development

This policy has been reviewed against the Brighton & Hove City Council Exemplar PSHE/RSHE Policy 2026 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.⁵

The policy will be reviewed every two years, with consultation involving the school community as appropriate, or sooner if statutory guidance or local requirements change.

Appendix A

A.1 PSHE Education Curriculum Overarching Concepts

- **Identity** – developing sense of who I am, where I come from, personal qualities, attitudes, skills, attributes and achievements and what influences these
- **Relationships** – including different types and in different settings
- **Health and wellbeing** – including physical, emotional and social and balance related to relationships, work-life, diet, exercise and rest, spending and saving
- **Risk and safety** – managing rather than avoiding risk, keeping safe by making positive choices, managing behaviours in a range of settings
- **Diversity and equality** – in all its forms and particularly related to the Equality Act⁵ protected groups⁵- age, sex, sexual orientation, gender identity, disability, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity
- **Rights, responsibilities and consent** – related to self and others and including participation, fairness and justice
- **Change and resilience** – the skills, strategies and ‘inner resources’ we can draw on to manage challenging change or deal with difficult circumstances
- **Power** – how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes
- **Economic wellbeing** – including aspirations, career, enterprise, economic understanding and financial capability

A.2 Themes

The broad themes of our PSHE education programme:

1. Health and Wellbeing

This theme links with the relationships theme and has cross-curricula links with science and religious education (RE). It covers:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing, including sexual health
- physical activity, emotional health and wellbeing, and sexual health, and how to manage risks to them
- ways of keeping physically and emotionally safe
- managing change, such as puberty, transition, and loss
- parenthood and the consequences of teenage pregnancy

⁵ Statutory guidance: Relationships and sex education (RSE) and health education. Department for Education, 2025

- how to make informed choices about health and wellbeing matters, including drugs, alcohol, and tobacco
- maintaining a balanced diet
- how to assess and manage risks to health and to stay, and keep others, safe
- how to respond in an emergency
- to identify different influences on health and wellbeing
- the role and influence of the media on lifestyle, and
- how to identify and access help, advice and support.

2. Relationships

This theme links with the health and wellbeing theme and has cross-curricula links with RE, other humanities subjects and global learning. It covers:

- how to develop a sense of self and ethnic identity and cultural heritage
- how to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts, and how to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- how to respond to and deal with risky or negative relationships and ask for help
- managing loss including bereavement, separation and divorce
- the concept of safe touch and consent in a variety of contexts (including in sexual relationships)
- how to respect equality and diversity in relationships and be a productive member of a diverse community, and
- how to identify and access appropriate advice and support.

3. Living in the Wider World

This theme has cross-curricula links with RE, citizenship, global learning, geography and numeracy. It covers:

- respect for self and others, and the importance of responsible behaviours and actions
- rights and responsibilities as members of families, different groups and communities, members of diverse communities, and as participants in the local and national economy
- respecting equality and how to be an active citizen of a diverse community
- the importance of respecting and protecting the environment
- the economic and business environment
- where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- an understanding of enterprise, including how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills, and develop flexibility and resilience, and
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.