



No Barriers to Excellence



Ambition



Collaboration



Equity

PSHE Policy

(including Relationships, Sex and Health Education – RSHE)

For use by all member schools

Version	Name	Date
Version 1.0	Written by Gulcin Sesli, EHT	Nov 2020
Version 1.0	Approved by Kelly Hawker, Chair of ACC	Jan 2021
Version 1.3 Reviewed	ACC	May 2025
Version 1.4	Lucy Boorman (Trust PSHE Lead)	April 2026

PSHE Policy

Aim of the Personal, Social, Health and Economic Education (PSHE) Policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

In The Spring Partnership Trust (TSPT) pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Our schools choose to deliver Personal, Social, Health and Economic Education using the PSHE association as guidance, the Mindful approach to PSHE in conjunction with materials supplied by the Just Finance Foundation, a national charity dedicated to improving financial education so that every child and family has equal opportunity to thrive. We also offer 'My Happy Mind' a scheme of learning designed to combine the latest research, science and technology to help children develop lifelong habits and learn to thrive. The Jigsaw scheme of learning is used to support the lessons and delivery of the curriculum at Elmstead Woods primary School.

Objectives/Pupil learning intentions:

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

What must primary schools teach in Relationships Education, Health Education and Sex Education?

From September 2026, Relationships Education and Health Education are compulsory in all primary schools in England, in accordance with updated statutory guidance from the Department for Education (DfE, 2025). For primary-aged pupils, the curriculum is structured under two key strands: Relationships Education and Health Education, reflecting a strengthened focus on safeguarding, wellbeing, and contemporary issues such as online safety.

Relationships Education:

Relationships Education in primary schools will cover:

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

It is important to explain that whilst the Relationships lessons cover most of the statutory Relationships Education, some of the outcomes are also taught elsewhere within the curriculum eg the 'Everyone Belongs' unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum. Within these areas, teaching reflects the 2025 statutory guidance (for implementation from September 2026), with an increased emphasis on safeguarding, including online safety, recognition of harmful behaviours, and promoting positive, respectful relationships in both offline and online contexts.

Health Education:

Health Education in primary schools will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

It is important to explain that whilst the 'Healthy Habits, Healthy Life' unit of learning covers most of the statutory Health Education, some of the outcomes are taught at other points within the year, e.g. emotional and mental health is nurtured throughout every lesson during calm reflection time, social skills are grown every lesson through the specifically planned activities and respect is enhanced through the use of the PSHE Class Charter.

Teaching about puberty is a statutory requirement in primary schools and is delivered as part of the Health Education curriculum, this is taught as part of the Growing and Changing unit.

Sex Education:

The Department for Education statutory guidance (updated 2025) states that all primary schools should have a sex education programme that is tailored to the age and physical and emotional maturity of pupils. While sex education is not compulsory in primary schools, schools are expected to determine an appropriate curriculum that supports pupils' development and prepares them for the transition to secondary education.

In primary schools, teaching should ensure that pupils are prepared for the changes that adolescence brings and, drawing on the National Curriculum for Science, understand the human life cycle, including how a baby is conceived and born.

At The Spring Trust, we believe that children should understand the facts about human reproduction before they leave primary school. We define sex education in primary school as learning about human reproduction, not sexual activity, delivered in a way that is age-appropriate and sensitive to the needs of pupils.

Statutory content related to the body and reproduction is taught through the Science curriculum, including human development and puberty. Our wider provision for sex education is delivered through our PSHE / RSE curriculum, where pupils learn about the processes of reproduction, including sexual intercourse, conception, pregnancy and birth, in an age-appropriate way. This is taught through the 'Growing and Changing' unit in the Summer term.

Our approach reflects the latest statutory guidance, with a strong emphasis on safeguarding, ensuring that pupils have the knowledge and confidence to understand their bodies, recognise change, and seek support where needed.

PSHE curriculum Content

Our specifically designed, spiral curriculum, covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (unit)	Content
Autumn 1:	Who we are and how we belong.	Includes understanding my own identity and how I fit well in the class, school and global community. Class Charter established.
Autumn 2:	Everyone Belongs	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	My Future, My Journey.	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Habits, Healthy life.	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Connecting with others.	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Growing and Changing	Includes Relationships and Sex Education in the context of coping positively with change

Relationship and Sex Education (RSE)

Relationships Education is compulsory for all pupils receiving primary education, in line with statutory guidance from the Department for Education (updated 2025).

Effective Relationships and Sex Education (RSE) plays a vital role in developing the knowledge, skills and attributes pupils need to build and maintain positive, respectful relationships. It supports children and young people to make informed, safe and responsible decisions about their health and wellbeing.

RSE makes a significant contribution to safeguarding and to pupils' overall health and wellbeing, enabling them to learn effectively, develop resilience, and thrive both now and in the future.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

It is important to explain that whilst the Relationships covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in the curriculum e.g. the 'Everyone Belongs' unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Current RSE requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents/carers on request.

Directors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up-to-date RSE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).

It is good practice for academies, free schools, colleges and independent schools to have a policy on RSE. All state funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and SRE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

Compulsory aspects of RSE

The sex education contained in National Curriculum science (Key Stages 1-4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually-transmitted infections.

All state funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State funded schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (Education and Inspections Act 2006 Section 38).

- The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools
- This is supported by updated statutory guidance from the Department for Education (2025), which strengthens expectations around safeguarding, wellbeing and online safety. Sex education is not compulsory in primary schools and remains at the discretion of individual schools.
- The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.
- Key aspects of Relationships Education, RSE and Health Education are in scope
- for Ofsted inspection; for example, through inspectors’ consideration of pupils’ personal development, behaviour and welfare; and pupils’ spiritual, moral, social and cultural development.

RSE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school RSE 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. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Equalities

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 RSE 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.”

RSE Content

The ‘Growing and Changing’ unit is taught in the Summer Term and contains 6 lessons. Each year group will be taught appropriate to their age and developmental stage. This content will be taught by the class teachers. We will not teach beyond the remit of the year group. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

The table below only covers the lessons that relate to life cycles, the human body, puberty and human reproduction.

Year Group	Lesson	Learning intentions & key concepts
Ages 4-5 Reception		<ul style="list-style-type: none"> Identify and use the correct names for the parts of the body that make boys different to girls: penis, testicles, vulva, anus, breasts, nipples (a simple drawn outline of a body and body parts will be used to illustrate) respect their own body and understand which parts are private
Ages 5-6 Year 1	Lesson 1 Life Cycles	<ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK
	Lesson 2 Changing Me	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them or not.
	Lesson 3 My Changing Body	<ul style="list-style-type: none"> I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates
	Lesson 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I respect my body and understand which parts are private
Ages 6-7 Year 2	Lesson 1 Life Cycles in Nature	<ul style="list-style-type: none"> I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this
	Lesson 2 Growing from Young to Old	<ul style="list-style-type: none"> I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me
	Lesson 3 The Changing Me	<ul style="list-style-type: none"> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

		<ul style="list-style-type: none"> I feel proud about becoming more independent
	Lesson 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private tell you what they like/don't like about being a boy/girl
Ages 7-8 Year 3	Lesson 1 How Babies Grow	<ul style="list-style-type: none"> understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby express how they feel when they see babies or baby animals
	Lesson 2 Outside Body Changes	<ul style="list-style-type: none"> understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)
Ages 8-9 Year 4	Lesson 2 Internal changes during puberty.	<ul style="list-style-type: none"> identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period) recognise how they feel about these changes happening to them and how to cope with these feelings <p>Note - this lesson briefly introduces the term 'period' and explains what a period is in simple terms.</p> <ul style="list-style-type: none"> This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.

Age 9-10 Year 5	Lesson 2 Puberty for Girls	<ul style="list-style-type: none"> • What the menstrual cycle is and why it happens • The menstrual cycle is a normal part of being a woman and is nothing to be ashamed or embarrassed about • How women can use sanitary products to soak up the blood from their menstrual cycle
	Lesson 3 Puberty for Boys	<ul style="list-style-type: none"> • Puberty can happen at different times and this is normal - we may go through changes at different stages and these changes are perfectly normal. • When boys go through puberty, their testicles grow bigger and produce sperm which is needed to make a baby.
	Lesson 4: Attraction.	<ul style="list-style-type: none"> • understand how being physically attracted to someone changes the nature of the relationship • express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this
Age 10-11 Year 6	Lesson 2 Puberty	<ul style="list-style-type: none"> • the physical changes that occur during puberty • I can express how I feel about the changes that will happen to me during puberty
	Lesson 6 Babies - Conception to Birth Parents have the right to withdraw children from this session as it is classed as human reproduction.	<ul style="list-style-type: none"> • describe how a baby develops from conception through the nine months of pregnancy, and how it is born • Understand what happens from conception through to when a baby is born • recognise how they feel when they reflect on the development and birth of a baby
	Year 6 Lesson 5 Conception. Parents have the right to withdraw children from this session as it is classed as human reproduction.	<ul style="list-style-type: none"> • Sexual intercourse is the most usual way that babies are made • Conception is when an egg joins with a sperm • There are other ways to make a baby aside from sexual intercourse e.g. IVF

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from aspects of Sex Education provided at school **except for those parts included in statutory National Curriculum Science**. Parents are unable to opt out of the rest of the PSHE curriculum which is compulsory and a statutory requirement.

Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Working with parents and carers

The government guidance on RSE (DfE 2025) states that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over the counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Drug and Alcohol Education Content

DfE guidance dictates:

“The drugs, alcohol and tobacco topic is part of the health and mental wellbeing curriculum. It gives pupils factual knowledge about the risks posed by alcohol, drugs and tobacco use, so they are well equipped to make informed and safe choices. Teachers may also want to teach pupils about the factors that can contribute to someone drinking alcohol in excess, smoking, or using illegal drugs. This could involve teaching about social / peer pressure.”

Drug specific content starts with valuing our bodies from 3-4 years old and then moves onto more specific teaching and learning from Year 2 onwards around household substances and medicines.

In ‘Healthy Habits, Healthy Life’ for Ages 7-8 years there is a gentle exploration of what children may understand by the word ‘drug’ and then smoking, alcohol and vaping are more specifically introduced in the following year (Ages 8-9 years).

During ‘Healthy Habits, Healthy Life’ for Ages 9-10 and 10-11 years, there is more teaching on legal drugs, with some references to illegal drugs including consideration of substances that may be ‘unknown.’

The structure of each lesson helps to provide a safe learning environment where children can explore the knowledge and ideas they have through engaging activities and safe, respectful discussions. The aim of these lessons is not to make judgements on individuals or to scare children, as this is not an effective form of drug education. The lessons provide a structure for developing understanding, considering different points of view, practising skills and approaches they could use in later real-life scenarios, and preparing for the different positive and negative influences that may affect their decision-making skills when faced with different choices. Alongside all the drug specific content in the lessons mapped below, you will also find social and emotional aspects taught in each lesson, such as valuing ourselves, coping with different emotions when alone or with others and consideration of risk taking and how to ask for help. All schools are different, and of course the children within them, so it may be necessary to move lessons or adapt them for some school communities or individual classes.

There are many other teaching and learning opportunities throughout the curriculum that contribute to Drug Education, such as – Who we are and how we belong, Connecting with others, Growing and Changing and Everyone Belongs, where children are building their understanding of how they fit in with the communities around them, the relationships they have and the many different things that affect their resilience and their health and wellbeing.

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Habits, Healthy Life' unit.

Year	Healthy Habits, Healthy Life Lesson	Lesson Focus
Ages 4-5 Reception	Lesson 6 Stranger Danger	Staying safe when out and where to go for help - extending on Pre-School content.
Ages 5-6 Year 1	Lesson 3 Clean and Healthy	Household substances such as those found in the kitchen and the bathroom.
	Lesson 4 Medicine Safety	How and when we might use medicines and how to keep safe with medicines.
	Lesson 6 Happy Healthy Me	Valuing our bodies and keeping ourselves healthy.
Ages 6-7 Year 2	Lesson 2 Being Relaxed	Identifying things that may make us feel stress, why it is important to find ways to relax.
	Lesson 3 Medicine Safety	Identifying things that may make us feel stress, why it is important to find ways to relax.
Ages 7-8 Year 3	Lesson 3 What do I know about drugs?	Consideration about what the word 'drug' means and how we know if a substance is safe or unsafe
	Lesson 4 Being Safe	Strategies for saying safe and asking for help.
	Lesson 5 Safe or Unsafe?	Exploring scenarios and considering different ways to stay safe.
Ages 8-9 Year 4	Lesson 2 Group Dynamics	Peer influence in different types of groups
	Lesson 3 Smoking	Smoking and Vaping: physical effects and influences that affect people's choices to smoke
	Lesson 4 Alcohol	Alcohol: physical effects and influences that affect people's choices to drink alcohol
	Lesson 5 Healthy Friendships	Peer pressure
	Lesson 6 Celebrating my inner	Considering how own knowledge and confidence in what is right or wrong can be used

	strengths and assertiveness	to be assertive
Age 9-10 Year 5	Lesson 1 Smoking	Health risks of smoking and making informed decisions.
	Lesson 2 Alcohol	Health and social risks of alcohol and making informed decisions.
	Lesson 3 Emergency Aid	Basic Emergency first aid including getting help.
	Lesson 6 Healthy Me	How the media and social media have an impact on making healthy choices.
Age 10-11 Year 6	Lesson 1 Taking Responsibility for My Health and Wellbeing	Taking responsibility for our own health and asking for help.
	Lesson 2 Drugs	Understanding the different types of drugs, the law and what is meant by misuse,
	Lesson 3 Exploitation	Understanding the different types of drugs, the law and what is meant by misuse,
	Lesson 5 Emotional and Mental Health	Keeping emotionally healthy and strategies for dealing with negative feelings
	Lesson 6 Managing Stress and Pressure	The relationship between good mental health and finding safe ways of managing stress and pressure.

How is PSHE organised in school?

Our curriculum brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Our curriculum is designed as a whole school approach, with all year groups working on the same topic at the same time.

There are six topics that are designed to progress in sequence from September to July. Each topic has six lessons which consist of two learning intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that lessons are relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every lesson contributes to at least one of these aspects of children's development. This is mapped on each topic and balanced across each year group.

Differentiation/SEN

Staff are skilled at adapting PSHE lessons to meet the diverse needs of their pupils, including those with SEND. Inclusivity is embedded in the ethos of our approach, ensuring all children can access and engage meaningfully with the content. Lessons are designed with flexibility in mind, offering a variety of creative and open-ended activities that allow children to express their learning in ways that suit their individual strengths and needs.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one to one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their PSHE lessons. The school will initially assess this pastorally through observation of interactions and children's adoption of a common language. Staff will discuss the effectiveness of lesson content and feedback to the PSHE leader. The PSHE leader will carry out pupil conferencing, with a sample of children, to gauge the children's opinions on the impact and effectiveness of the lessons.

Recording and tracking progress

To support the teacher in tracking progress throughout the year, recording will take place in the form of a class floor book/learning journal. Evidence from weekly/fortnightly PSHE lessons will include:

- Self-reflections
- Samples of work (a range of pieces)
- Quotes from children
- Photographs if appropriate
- Action points/next steps

Reporting to Parents/Carers

Each topics assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to each year group. They are designed to give guidance when considering each child's learning journey. They are not nationally recognised. There are no national level descriptors for PSHE. The Spring philosophy is that children are praised and their achievements celebrated in every lesson. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and evaluation

The PSHE coordinator will monitor delivery of the lessons through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include:

- 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.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. 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.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 Safeguard Lead if they are concerned.

Our schools believe that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE curriculum. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE curriculum through:

- Parent/carer awareness session
- Parents'/carers' evenings
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

Pupil Consultation:

It is useful for pupils to be consulted on their own personal, social and citizenship development. Pupils should be asked, either in individual classes or through the school council, what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people? Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

Training and support for staff

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

APPENDIX 1

PSHE - OVERVIEW

EYFS

Term	Topics Covered
Autumn 1	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities
Autumn 2	Identifying talents <ul style="list-style-type: none"> - Being special - Families - Where we live - Making friends - Standing up for yourself
Spring 1	Challenges <ul style="list-style-type: none"> - Perseverance - Goal-setting - Overcoming obstacles - Seeking help - Jobs - Achieving goals
Spring 2	Exercising bodies <ul style="list-style-type: none"> - Physical activities - Healthy food - Sleep - Keeping clean - Safety
Summer 1	Family life <ul style="list-style-type: none"> - Friendships - Breaking friendships - Falling out - Dealing with bullying - Being a good friend
Summer 2	Bodies <ul style="list-style-type: none"> - Respecting my body - Growing up - Growth and change - Fun and fears - Celebrations

YEAR 1

Term	Topics Covered
Autumn 1	Feeling special and safe <ul style="list-style-type: none"> - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter
Autumn 2	Similarities and differences <ul style="list-style-type: none"> - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone
Spring 1	Setting goals <ul style="list-style-type: none"> - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success
Spring 2	Keeping myself healthy <ul style="list-style-type: none"> - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety and safety with household equipment - Road safety - Linking health and happiness
Summer 1	Belonging to a family <ul style="list-style-type: none"> - Making friends/being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships
Summer 2	Life cycles: animal and human <ul style="list-style-type: none"> - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition

YEAR 2

Term	Topics Covered
Autumn 1	Hopes and fears for the year <ul style="list-style-type: none"> - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings
Autumn 2	Assumptions and stereotypes about gender <ul style="list-style-type: none"> - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity - Celebrating difference and remaining friends
Spring 1	Achieving realistic goals Staying healthy to achieve goals <ul style="list-style-type: none"> - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing to sharing and success
Spring 2	Motivations <ul style="list-style-type: none"> - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food - Safety in the home - Safety out and about Medicines
Summer 1	Different types of family <ul style="list-style-type: none"> - Physical contact and boundaries - Friendships and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships
Summer 2	Life cycles in nature <ul style="list-style-type: none"> - Growing from young to old - Increasing independence - Differences in male and female bodies (correct terminology) - Assertiveness - Preparing for transition

YEAR 3

Term	Topics Covered
Autumn 1	Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives
Autumn 2	Families and their differences - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments
Spring 1	Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings - Simple budgeting - Contributing to the community
Spring 2	Exercise - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe online and oā line and why it's important - Online and offline scenarios - Respect for myself and others - Healthy and safe choices outdoors - Water safety - Asking for help
Summer 1	Family roles and responsibilities - Friendship and negotiation - Keeping safe online and who to go to for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have different lives - Expressing appreciation for family and friends - Media influence
Summer 2	- Understanding a baby's needs - Outside body changes - Family stereotypes - Challenging my ideas - Preparing for transition - Personal hygiene

YEAR 4

Term	Topics Covered
Autumn 1	Being part of a class team <ul style="list-style-type: none"> - Being a school citizen - Right, responsibilities and democracy (school council) - Rewards and consequences - Group decision-making - Having a voice - What motivates behaviour
Autumn 2	Challenging assumptions <ul style="list-style-type: none"> - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying - Problem solving - Identifying how special and unique everyone is - First impressions
Spring 1	Hopes and dreams <ul style="list-style-type: none"> - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes
Spring 2	Healthy friendships <ul style="list-style-type: none"> - Peer influences - Railway safety - Staying safe with friends - Smoking and vaping - Alcohol - Assertiveness - Peer pressure - Celebrating inner strength
Summer 1	Jealousy <ul style="list-style-type: none"> - Love and loss - Memories of loved ones - Getting on and falling out - Girlfriends and boyfriends - Showing appreciation to people and animals
Summer 2	Being unique <ul style="list-style-type: none"> - Being part of a family - Girls and puberty - Confidence in change - Accepting change - Preparing for transition - Environmental change

YEAR 5

Term	Topics Covered
Autumn 1	Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice and participating
Autumn 2	Cultural differences and how they can cause conflict - Racism - Rumours and name-calling - Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures
Spring 1	Future dreams Spending, saving and value of money - Jobs and careers - Dream jobs and how to get there - Goals in difference cultures - Supporting others (charity) - Motivation
Spring 2	Smoking, including vaping - Alcohol - Alcohol and anti-social behaviour - Emergency aid - Body image - Relationships with food - Healthy choices - Motivation and behaviour
Summer 1	Self-recognition and self-worth - Building self-esteem - Safer online communities - Online gaming and risks - Rights and responsibilities online - Reducing screen time - Dangers of online grooming - SMART internet safety rules
Summer 2	Self and body image Influence of online and media on body image - Puberty for girls - Puberty for boys - Growing responsibility - Boyfriends and girlfriends - Sharing explicit images / language - Coping with change - Preparing for transition

YEAR 6

Term	Topics Covered
Autumn 1	Identifying goals for the year <ul style="list-style-type: none"> - Global citizenship - Children’s universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy and having a voice - Anti-social behaviour - Role modelling
Autumn 2	Perceptions of normality <ul style="list-style-type: none"> - Understanding disability - Power struggles - Understanding bullying - Inclusion and exclusion - Differences as conflict - Difference as celebration - Empathy
Spring 1	Personal learning goals in and out of school <ul style="list-style-type: none"> - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments
Spring 2	Taking personal responsibility <ul style="list-style-type: none"> - How substance affects the body - Exploitation, county lines and gang culture - Emotional and mental health - Managing stress
Summer 1	Mental health <ul style="list-style-type: none"> - Identifying mental health worries and sources of support - Love and loss - Managing feelings - Power and control - Assertiveness - Technology safety - Take responsibility with technology use

Summer 2	Self-image <ul style="list-style-type: none">- Body image- Puberty and feelings- Conception to birth- Reflections about change- Physical attraction- Respect and consent- Transition
-----------------	---

Spring Trust

Registered Office: Elmstead Wood Primary School,
Castlecombe Road, Mottingham, London SE9 4AT

T: 0203 837 8637

E: contact@springtrust.uk



No Barriers to Excellence