

Glynwood Community Primary School



PSHE/C & RHE Policy 26/27

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Personal, Social, Health, Economic and Citizenship Education Policy

1. Curriculum Intent

At Glynwood we have a programme of learning that specifically caters for children within our catchment area. It develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. We prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. We also help them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations whilst helping them to feel safe and secure enough to fulfil their academic potential.

2. Aims

To equip children with skills, knowledge and understanding to:

- Develop respectful and kind relationships
- Develop positive attitudes towards a healthy lifestyle and make healthy choices
- Understand differences to develop tolerance and sensitivity for others
- Acquire a degree of social and moral responsibility
- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop positive attitudes and explore and clarify values
- Develop feelings of well-being and self-esteem
- Develop an understanding of online safety and awareness
- Have an awareness of education, training, career opportunities and where to seek support
- Develop positive attitudes towards British Values and living within a multicultural British society
- Develop financial responsibility

The Mental Health and Wellbeing of children at Glynwood Primary is of paramount importance to us. We strive to create a happy, secure and safe environment for our children where they feel cared for and valued.

Comprehensive relationships and health education, taught as part of the overall framework for PSHE/C in a safe environment fosters self-esteem, self-awareness and a sense of moral responsibility and the confidence and ability to resist abuse, exploitation (including online exploitation) and unwanted sexual experiences – this is inline with the RHE government guidelines which are incorporated within our curriculum.

PSHE/C helps children to lead confident, healthy and responsible lives, also taking into account the society in which they live; a society that is multicultural and multi-faith.

3. Content of our PSHE/C programme

We believe that PSHE/C educational is central to the entitlement of all of our children. Although it will be taught through discrete lessons, elements of PSHE/C permeate all aspects of school life e.g., through school council, house group meetings, visits and trips. During KS1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation stage.

The interdependent aims of the school curriculum could not be fully achieved without an effective PSHE/C programme. At Glynwood, our PSHE/C curriculum is supported through our use of the Oak National Academy scheme as well as access to the Pol-Ed resource scheme, awareness projects and celebration events that are relevant to our community throughout the school year. The statutory Relationships and Health Education within our school, is also included within our PSHE/C (Oak National

Academy) scheme of work. See appendix 1 for Overview and Medium-term plans of Oak National Academy PSHE/C & RHE curriculum.

Content of our RHE programme

At Glynwood, we teach age-appropriate elements covered by statutory Health Education as part of the Science curriculum (i.e., the changing human body). Our RHE provision is led through Birth To 5 for EYFS and integrated within the Oak National Academy scheme for years 1-6. See Appendix 1 for Overview and Medium-term plans of Oak National Academy PSHE/C & RHE curriculum.

We must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 (children are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned).

Early Years

In Early Years, RHE is covered through the 'Birth to 5' curriculum, under the Personal Social Emotional Development section. Here children work towards being able to do the following;

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (Self-Regulation).
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet. (Managing self).
- Explain the reasons for rules and know right from wrong (Managing self).
- Work and play together co-operatively and take turns with others. (Building Relationships).
- Can show sensitivity to their own and to others' needs. (Building Relationships).

4. Organisation and delivery of PSHE/C & RHE

The provision of the PSHE/C & RHE curriculum is the responsibility of the class teacher and will be timetabled following the medium-term plan. On some occasions, school nurses or health professionals will lead lessons when appropriate. The content of PSHE/C & RHE lessons is taught on a weekly basis, every half term. They are reinforced and enhanced in many ways, for example, assemblies, cross-curricular lessons (e.g. English, Science, Topic, Technology, Computing) and through praise and reward systems. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

PSHE/C work can be found in class portfolios and on class/phase displays.

PSHE lessons will be delivered by the class teacher.

5. Guidelines:

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

6. Monitoring and Assessment

- Staff assess the children's learning by making informal judgements as they observe them during lessons.

- Staff assess the children's wellbeing through the use of the 'Colour Monster Emotions Boards' which are displayed in each classroom. Restorative conversations will take place depending on the children's need
- Thought showers are carried out by pupils showing pre-topic assessments (what they already know and what they want to find out) and post-topic assessments (what they have learned). These thought showers are on display in each classroom.
- We have high expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- We keep records of the contribution to the life of the school and community in photographs and these are placed into class PSHE/C portfolios
- A comment relating to PSHE/C will be included in the annual report to parents on pupils' progress.
- Pupils can be sent to a member of the Senior Leadership Team to share outstanding pieces of work.

7. Adaptation/SEND

PSHE/C lessons are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their class. To support this adaptation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Staff should model activities for those children who need this additional support, and for some pupils, 1:1 support will be provided.

During group discussions, differentiated questions should be asked by staff so that ALL children are able to understand, answer and contribute to the conversation.

Instructions should be kept short or given step-by-step for SEND children so they are able to follow and complete their work successfully. Staff should also allow extra time for those who require it.

8. 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 made need time to talk one-to-one after the lesson is over. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's confidentiality policy is followed.

9. 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, physical and medical issues, financial issues, bullying and 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 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. Parents will be informed of any additional lessons that will occur outside of what is stated on our PSHE/C curriculum.

While personal views are respected, all sensitive 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. If appropriate, children's questions may be

answered individually after the lesson has taken place if the topic is sensitive. If a question is not age appropriate or curriculum based, the teacher may reflect this back to the child and suggest they ask the question at home. Children may also be signposted to support if a question suggests the child needs help if there is a potential safe guarding concern. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. Children will have full-time access to a 'Worry Box' where they can share feelings or questions that they do not want to voice at a particular time. The teacher will then ensure this is picked up at a relevant time.

10. Parental rights

The school believes that Relationships and Health education is the right of every pupil and encourages active participation and involvement in the curriculum. These lessons are statutory in Primary schools and therefore **parents do not have the right to withdraw their child from them** (this includes lessons about puberty). Children learning correct terminology for body parts is part of our statutory safeguarding obligation and we do not consider this to be sex education from which parents/carers can also withdraw (Sex Education will be covered as stated in the Science curriculum).

Parents/ carers have the right to view sample resources used within the teaching of PSHE/C & RHE and can do so by following this link: <https://www.thenational.academy/teachers/programmes/rshe-pshe-primary/units?threads=community>

As many PSHE/C materials are copyright, the school is not permitted to put teaching materials on the public facing website, or provide electronic/ paper copies of materials to parents and carers at home.

11. The Equality Act 2010

This act made gender reassignment a protected characteristic for pupils and staff. It includes not only those going through medical procedures to change their sex but also those taking steps to live in the opposite gender or proposing to do so.

The act makes it unlawful to discriminate against, harass or victimise pupils or potential pupils:

- In regards to admissions
- In the way education is provided to pupils
- In the provision of access to any benefit, facility or service or
- By excluding a pupil or subjecting them to any other detriment

(Information from the Equality Act 2010 and the Schools – Departmental advice for school leaders, school staff, governing bodies and local authorities)

<https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Feur02.safelinks.protection.outlook.com/mcas.ms%2F%3Furl%3Dhttps%253A%252F%252Fwww.equalityhumanrights.com%252Fequality%252Fequality-act-2010%252Ftechnical-guidance-schools-england%26data%3D05%257C02%257CVickyNellis%2540Gateshead.Gov.UK%257C7b2b0c5dfce64531f82b08dc02324eb4%257C09fbb97943174d219cb6e58811169cd8%257C0%257C0%257C638387662290056059%257CUnknown%257CTWFpbGZsb3d8eyJWlloiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Iik1haWwiLCJXVCi6Mn0%253D%257C3000%257C%257C%257C%26sdata%3DeUGr7AR1tqTE6HgftF0p6eQR4YqQoySKeT8TvWG%252F%252BA0%253D%26reserved%3D0%26McasTsid%3D20893&McasCSRF=fdb8f166e6c4b71064849a076eac299167aa540af0090bfeef956741686394b0>

12.Equality Statement

Glynwood Primary School aims to ensure that people are treated solely on the basis of their abilities and potential, regardless of race, nationality, ethnic origin, religious belief, gender, gender reassignment, sex, sexual orientation, disability, socio-economic background or any other inappropriate distinction. Positive attitude by staff and children to gender equality, cultural diversity and special needs of all kinds must be clearly promoted. Our school recognises the child's self-perception can be influenced by his/her environment and the school aims to enhance children's self-esteem and self-confidence by positively working to reduce any gender bias and promoting equality of opportunity. Our school recognises that as children mature and their relationships with peers of both sexes develop, their perception of roles alters. Such perceptions are influenced by other factors including home, peer groups and the media.

Our school holds that differences are to be celebrated and a community is strong when it values and recognises these differences.

13. Conclusion

It is hoped that by PSHE/C & RHE being an integral part of all of our work we will effectively support our children to become well informed responsible members of society.

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K Walker, J McHugh & S Otterson

Important Documents:

Appendix A

Whole-School Coverage Overview

Half term	Whole-school Theme
Autumn 1	Health & Wellbeing
Autumn 2	Relationships
Spring 1	Physical Health
Spring 2	Safety & Risk
Summer 1	Living in the Wider World
Summer 2	Online Safety, Growing Up & Transition

PSHE Medium-Term Plan – Year 1

Half Term	Unit Title	Key Knowledge	Key Vocabulary	Key Skills
Autumn 1	Understanding Feelings	Recognise and name emotions	happy, sad, worried, proud, calm	Identify and express feelings
Autumn 2	Families and Friendships	Different families and friendship qualities	family, friend, kindness, caring, respect	Build friendships and show kindness
Spring 1	Healthy Me	Importance of sleep, exercise and hygiene	healthy, exercise, sleep, hygiene	Make healthy choices
Spring 2	Staying Safe	Trusted adults and personal safety	safe, danger, emergency, trusted adult	Seek help when needed
Summer 1	My Community	Belonging and classroom rules	community, belong, rule, responsibility	Contribute to group activities
Summer 2	Online Safety Basics	Staying safe online	internet, password, private, online	Use technology safely

PSHE Medium-Term Plan – Year 2

Half Term	Unit Title	Key Knowledge	Key Vocabulary	Key Skills
Autumn 1	Managing Feelings	Strategies for managing emotions	confidence, resilience, wellbeing	Manage emotions appropriately
Autumn 2	Positive Friendships	Friendship challenges and bullying	friendship, bullying, support, honesty	Resolve simple disagreements
Spring 1	Healthy Choices	Balanced lifestyle choices	balanced diet, nutrients, healthy habit	Make informed healthy choices
Spring 2	Personal Safety	Risks and emergencies	hazard, risk, first aid, prevention	Identify unsafe situations
Summer 1	Communities and Diversity	Respecting differences	diversity, equality, citizen, respect	Respect differences
Summer 2	Online Safety	Personal information online	privacy, digital, information, permission	Protect personal information

PSHE Medium-Term Plan – Year 3

Half Term	Unit Title	Key Knowledge	Key Vocabulary	Key Skills
Autumn 1	Emotional Wellbeing	Self-esteem and resilience	self-esteem, empathy, resilience, challenge	Reflect on strengths
Autumn 2	Relationships and Respect	Healthy friendships and inclusion	relationship, equality, inclusion, stereotype	Demonstrate empathy
Spring 1	Healthy Lifestyles	Nutrition and wellbeing	nutrition, hydration, lifestyle, wellbeing	Adopt healthy habits
Spring 2	Keeping Safe	Personal safety and risk	safety, consequence, prevention, emergency	Assess simple risks
Summer 1	Diversity and Community	Culture and belonging	identity, culture, diversity, citizenship	Respect diverse viewpoints
Summer 2	Digital Citizenship	Digital footprints and online behaviour	digital footprint, reputation, communication	Use technology responsibly

PSHE Medium-Term Plan – Year 4

Half Term	Unit Title	Key Knowledge	Key Vocabulary	Key Skills
Autumn 1	Developing Resilience	Emotional regulation strategies	self-regulation, resilience, reflection	Manage emotions effectively
Autumn 2	Healthy Relationships	Boundaries and respect	boundaries, consent, trustworthiness, influence	Recognise healthy relationships
Spring 1	Health and Wellbeing	Factors affecting wellbeing	wellbeing, lifestyle, aspiration, growth mindset	Set personal goals
Spring 2	Risk and Safety	Risk assessment and decision-making	risk assessment, consequence, prevention	Make safer choices
Summer 1	Equality and Fairness	Rights and responsibilities	equality, discrimination, justice, fairness	Challenge unfairness respectfully
Summer 2	Online Reputation	Digital identity and media influence	digital identity, audience, media, misinformation	Evaluate online content

PSHE Medium-Term Plan – Year 5

Half Term	Unit Title	Key Knowledge	Key Vocabulary	Key Skills
Autumn 1	Mental Health and Wellbeing	Mental health and coping strategies	mental health, anxiety, resilience, wellbeing	Use wellbeing strategies
Autumn 2	Relationships and Influence	Peer pressure and communication	peer pressure, influence, communication, trust	Communicate assertively
Spring 1	Healthy Lifestyles	Lifestyle choices and health risks	lifestyle, addiction, consequence, wellbeing	Make informed health decisions
Spring 2	Personal Safety and Risk	Managing risks and seeking support	risk-taking, informed choice, responsibility	Assess risks independently
Summer 1	Democracy and Citizenship	Rights, equality and media influence	democracy, rights, citizenship, bias	Evaluate information critically
Summer 2	Puberty and Online Safety	Physical changes and online influences	puberty, privacy, algorithm, digital footprint	Manage increasing independence

PSHE Medium-Term Plan – Year 6

Half Term	Unit Title	Key Knowledge	Key Vocabulary	Key Skills
Autumn 1	Emotional Health and Transition	Mental wellbeing and resilience	self-worth, emotional regulation, support service	Manage wellbeing independently
Autumn 2	Relationships and Consent	Healthy relationships and communication	consent, boundaries, communication, respect	Demonstrate relationship skills
Spring 1	Physical Health and Wellbeing	Long-term health and personal responsibility	wellbeing, prevention, responsibility	Make informed health choices
Spring 2	Risk Management	Managing risks and accessing support	risk management, consequence, emergency response	Evaluate risks and consequences
Summer 1	Citizenship and Social Justice	Human rights and equality	human rights, prejudice, social justice	Engage with social issues critically
Summer 2	Puberty, Reproduction and Transition	Preparing for secondary school	puberty, reproduction, transition, responsibility	Prepare confidently for transition

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

Keeping children safe in education –

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/keeping_children_safe_in_education_sep_2020.pdf