

Date: September 2025

Review: September 2026

Primrose Hill School PSHE Policy (Including HRSE)



Introduction

This policy covers our school's approach to teaching personal, social and health education (PSHE) and health, relationship and sex education (HRSE).

This policy follows statutory guidance from the Department for Education: *Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019*, and is aligned with the requirements of *Keeping Children Safe in Education (KCSIE) 2025*. It ensures that PSHE and HRSE provision promotes pupils' safety, wellbeing, and personal development in a safe and inclusive environment.

Policy Availability

Parents and carers will be informed about the policy through the school website and it is available for them to download directly.

Policy Aims and Objectives

This policy aims to outline how and why we teach PSHE at Primrose Hill.

At Euxton Primrose Hill Primary School we believe in lifelong learning, and in the idea that both adults and children learn new things every day. We are committed to pursuing excellence and encouraging every individual. Our learning environment and ethos promotes respect and self-esteem, ensuring that all children feel happy, safe, cared for and therefore ready to learn. We value the role of parents and the community in learning and actively encourage their involvement. We are dedicated to providing excellent and enjoyable teaching through a broad, balanced and creative curriculum.

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth, teach them how society is organised and governed and ensure that children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Our aims for PSHE (including HRSE) are to:

- To provide exciting, enjoyable learning that opens doors to knowledge and skills, the world, health and creativity.
- To show respect for all cultures and in doing so, promote positive attitudes towards other people.

- To enable children to understand their community and help them feel valued as part of this community.
- To help children grow into reliable, independent and positive citizens.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To foster children's self-esteem and help them build positive relationships with other people.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Develop positive attitudes and values, which are accepting of differences with regard to sexual orientation or views
- Deliver a planned programme of PSHE and HRSE from Reception to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards sexuality
- To encourage children to think about the religious and cultural attitudes around sex and relationships
- To equip them with the knowledge and skills to be able to keep themselves safe and protect themselves from harm and abuse
- To enable children to understand how and where they may get help and advice
- To understand the reproductive process in humans and animals, using the correct vocabulary for body parts alongside their own terminology.

Creating a safe and supportive learning environment

At Euxton Primrose Hill Primary School, we will create a safe and supportive learning environment by ensuring that all classes establish clear ground rules and that all children and staff respect them, as well as our confidentiality policy. We will ensure that pupils who indicate that they may be vulnerable or at risk receive the appropriate support through the school's learning mentor, as set out in our safeguarding and child protection policies. Staff have received training on how to create a safe learning environment and how to answer tricky questions, as set out by the PSHE association.

PSHE and HRSE lessons explicitly teach pupils about online safety, recognising abuse (including peer-on-peer sexual abuse), sexual harassment, and how to report concerns to trusted adults in line with the school's Safeguarding and Child Protection Policy and KCSIE 2025.

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance. We do this by ensuring that our curriculum, values, and ethos are inclusive of all children, regardless of their differences.

Our teaching takes into account the age, ability, readiness, and cultural backgrounds of children to ensure that they can fully access the PSHE education provision. We promote diversity and inclusion, and consider all pupils' needs by taking into account the children's backgrounds, local community needs, and the wider community.

Through teaching children about PSHE and values, we expect our pupils to consider others' needs by being understanding, considerate, respectful, and tolerant. We teach PSHE to all children, regardless of their ability.

Our teachers provide learning opportunities matched to the individual needs of children with special educational needs (SEND). Interventions will take place through a group intervention plan, such as Lego Therapy/Nurture group, or 1:1 support sessions. Teachers will also provide additional opportunities to enhance pupils' higher order thinking skills by using deeper level questions and encouraging children to reflect on their learning, not just what they have learnt, but how they have learnt it.

Intended Outcomes

We believe that PSHE should enable children to become healthier, more independent, and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and wider community. In doing so, we help develop their sense of self-worth, teach them how society is organized and governed, and ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE are to enable the children to:

- Be independent and responsible members of a community, such as school.
- Be positive and active members of a democratic society.
- Develop good relationships with other members of the community.
- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Have respect for others.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Understand how to recognise, prevent, and report abuse, harassment, or exploitation, both online and in person, in line with safeguarding procedures.

Learning and teaching - Principles and Methodology

We use a whole-school scheme of work called "1 Decision". The programme will be taught through a range of teaching methods, including drama, written work, group and paired work, videos, and making choices. These methods emphasize active learning by including children in discussions, investigations, and problem-solving activities.

We encourage children to take part in a range of tasks that promote active citizenship, such as charity fundraising and various events over the year. Our oldest children also help plan special school events, such as the Year 6 enterprise stalls to raise money for school and charities.

We will ensure that sessions, including those on risky behaviours or sensitive subjects, remain positive and teachers know how to answer questions. Each class will create and agree on a set of ground rules, and the teacher will use a range of approaches, such as distancing techniques.

We will make links to other areas of the curriculum by teaching some topics in a cross-curricular way. We also develop PSHE through various activities and whole-school events, such as the school council meeting regularly to discuss school issues and improvement.

The Foundation Stage

Children within the Early Years Foundation Stage (EYFS) are supported to manage their emotions and develop a positive sense of self. Teachers use a range of resources, including the One Decision materials, to teach engaging and relevant sessions to their youngest pupils. Children in this phase should also be encouraged to set themselves simple goals and have confidence in their own abilities.

Teachers at Primrose use the 'Dilemma-Drop' books, which focus on particular emotions or events that are likely to happen to children. For example, Blue feels jealous, Pink feels worried, Purple feels left out, and Green's daddy moves out. These books help children to understand and express their emotions in a healthy way.

Teachers also help children to understand how to look after their bodies, including healthy eating, and manage their personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate, and resolve conflicts peacefully. We hope that these important life lessons will help children to achieve at school and in later life.

Planning

We use a whole-school scheme of work called "1 Decision." The 1 Decision resources have been produced for primary-aged children and are based on interactive content suitable for all learning styles. Each module has been created by PSHE and safeguarding experts, together with schools and, most importantly, children.

We will determine pupils' prior knowledge and starting points by reflecting on previous units of work and also carrying out a baseline assessment activity. This will help teachers to assess what the children already know and identify any misconceptions.

As of September 2020, some aspects of PSHE and HRSE became statutory. We, as a school, have identified the needs of our children and implemented 1 Decision. This scheme is used as a starting point for planning within the classes. It has been identified that there are additional aspects which will be taught in different year groups to meet the needs of the class. These have been added to the yearly overview for PSHE.

Each year, the curriculum is evaluated alongside the data collected through the following sources to ensure it is meeting the needs of the children:

- Analysing the Health Lancashire School Information Report
- National Child Measuring Programme data
- Liaising with parents/governors to find out what they think the children need to be learning.
- Liaising with our family support worker to identify issues that our families/community are experiencing.
- Liaising with the children to find out what they think they need to learn during Key Stage 1 and 2.

Assessment

Our teachers assess children's work in PSHE by making informal judgments as they observe them during lessons, and through the work they complete, gauging it against the specific learning objectives set out in the curriculum. We have clear expectations of what pupils will know, understand, and be able to do at the end of each Key Stage. All children have a PSHE book where they record their learning and progress. From September 2024 Year 4 children will move to a digital recording on Showbie using the One Decision resources. This will roll up through subsequent years until Y4-6 are fully digital.

There is no formal grading for PSHE, but assessment is necessary to determine that learning has taken place. A variety of activities will be used for this, including:

- Self-assessment
- Peer assessment
- Write and draw activities
- Discussions and presentations
- Teacher assessments
- Photographs and video clips of work being done

At all times, the positive self-esteem of the pupils will be preserved, and pupils should not be left to feel inadequate personally.

At Primrose Hill Primary School, we believe that all pupils should have the opportunity to share their opinions. We do this in a number of ways:

- The curriculum allows opportunities for pupils to develop skills, knowledge, and take part in discussions and debates.
- The subject leader finds out pupils' opinions about the teaching of PSHE and the content covered through interviewing selected pupils during lesson observations.
- The subject leader acts upon the comments and suggestions of pupils wherever possible.

Teaching responsibility and staff training

PSHE at Euxton Primrose Hill is led by Mrs Caunce (PSHE subject leader) and is taught by teachers and HLTAs. Staff are regularly provided with updates with regard to the curriculum, assessment, and subject knowledge. On some occasions, children may have the opportunity to hear visiting speakers, such as health workers, police officers, and firefighters, whom we invite into the school to talk about their role. When using external speakers to deliver aspects of our PSHE programme, this will be under the direction of the class teacher. The teacher will be present for this and will ensure that the school's PSHE and safeguarding policies are followed.

Confidentiality and handling disclosures

Each class will set ground rules at the start of the lesson which have been agreed previously by the class and teacher. We will ensure confidentiality by making it clear to the children that there are some things which we cannot offer complete confidentiality about, such as if they or someone else is being harmed. If a child makes a disclosure, the member of staff will follow the guidelines in school 'What to do if you think a child is being abused'. All staff are aware of and have read part one of 'Keeping Children Safe in Education'.

Responding to pupils' questions

If a pupil asks a question, wherever possible, it will be answered openly and honestly. However, there may be occasions when a sensitive subject area is broached, in which case a teacher may offer a different response.

- Sometimes teachers may ask pupils to place their questions in a question box so that they can prepare their answer before responding. They may say, "I'm not going to answer that now, but I will get it answered for you. Write it down and put it in the basket." The teacher will then phone home to speak to the parents and ask if they

would like to answer the question, if they would like the school to answer it, or if the school and home should answer it together.

- On some (rare) occasions, a teacher might refuse to answer a question. However, if this happens, they should give the pupil information about who might be able to answer the question.
- It is important to recognize that children often do not want a detailed answer. If they receive a simple answer, they may ask a supplementary question, but often do not. It is better that they get an honest answer from a teacher rather than a confused answer from a pupil in the playground.
- Where the teacher believes that the pupil may be at risk, appropriate safeguarding steps should be taken.

Dealing with Sensitive Issues

The staff will aim to be non-judgemental in their approach to the teaching of this subject. Staff may be aware of the individual children's situations and be sensitive to them, for example, open a statement with "the people in your home". We will not present stereotypical views of a family when teaching Growing and Changing Education. There should be a common language for Relationship and Sex Education so that children are not embarrassed by or exposed to inappropriate language. Teachers will use correct biological terminology for parts of the body from reception upwards. This is consistent with the recommendations for the teaching of Science.

The following words may be used during SRE and Science Lessons as appropriate:

- KS1 Penis, testicles, vagina, breasts, private parts
- KS2 puberty, menstruation, semen, wet dreams, pubic hair, ovaries, fallopian tubes, womb, uterus, cervix, vagina, foreskin, penis, vas deferens, urethra, epididymis, testicles, scrotum, sperm, eggs, conceive, IVF, embryo,

Involving parents and carers

PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers. We will offer support through the learning mentor/schools family support worker (Emma Paris Unsworth). We communicate with parents and carers by sending home a termly newsletter which tells them what their child will be learning in all subjects that term. We also communicate with parents through Showbie and the Wednesday Weekly. We encourage parents to share their views on our curriculum and policies through consultation.

HRSE (Health, Relationship, and Sex education)

Our children learn about sex and relationships from a very young age, even if adults don't speak to them directly about it. Some of the things they learn are incorrect, confusing and

frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have some of the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation. Instead it enables young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Euxton Primrose Hill Primary School will ensure that parents and carers views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

All HRSE lessons include age-appropriate teaching on online safety, consent, and recognising peer-on-peer abuse. This ensures pupils are equipped with the knowledge and skills to protect themselves and seek help if they ever feel unsafe.

Primrose Hill has a zero tolerance stance on homophobic, biphobic and transphobic language and will deal with the use of such language and bullying on a par with sexist, racist and disablist language.

Parents are aware of the knowledge, skills and attitudes being taught in HRSE. This information is shared in:

- A specific letter in years 5 and 6 sent out prior to teaching
- Termly Curriculum Newsletters
- Parents Evening

Our relationship and sex education units can be seen in Appendix 1

Parents **do not** have the right to withdraw their child from any part of health and relationship education. This includes information about puberty in our changing adolescent body unit of work in Year 5.

Parents **do** have the right to withdraw their child from sex education (our year 6 unit of work). Parents/carers can withdraw their child from any sex education. If a child is withdrawn, it is our responsibility as a school to ensure the pupil/student receives appropriate, purposeful education during the period of withdrawal.'

Parents can withdraw their child from sex education by contacting Mrs Jones by phone or by email or via the school office. Parents must be made aware that information shared in sex education lessons is done sensitively and using child appropriate resources. If children do not

take part in these lessons they can often hear incorrect or inaccurate information from their peers or from other sources (e.g. older siblings, internet etc...)

Materials that will be used in the school's HRSE Programme can be seen by parents in school on request to Mrs Caunce (who is the designated teacher with responsibility for coordinating health, relationships and sex education.)

Kidsafe Education

At Primrose Hill, pupils also receive Kidsafe education sessions in every year group once per term. Kidsafe provides specialised child protection / safeguarding programmes to children and young people from Early Years Foundation Stage through to High School. Kidsafe programmes are age appropriate and delivered to children sensitively. Our aim is to protect, educate and empower pupils about safeguarding. Many of the issues discussed may link to sex and relationships, e.g. pupils are educated about the importance of keeping body parts private and being aware of the dangers of sexting/sharing inappropriate images. Utilising the Kidsafe puppet (KS), our curriculum sessions are uniquely designed to help children take an active role in protecting themselves from all forms of abuse. Kidsafe is proactive, not reactive and we wholeheartedly believe that empowering children to speak out to a trusted grown up about abuse will help minimise the short-term and long-term damage and harm associated with abuse.

These sessions are linked to statutory safeguarding and HRSE requirements, teaching children how to identify unsafe situations, understand consent, and know how to report concerns, in line with KCSIE 2025.

Date: September 2025

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Signed:



Headteacher



Friendship

Learning Outcomes

By the end of the lesson, you should:



- Understand how to be a good friend
- Be able to recognise kind and thoughtful behaviours
- Understand the importance of caring about other people's feelings
- Be able to see a situation from another person's point of view



Bullying

Learning Outcomes

By the end of the lesson, you should:



- Be able to name a range of feelings
- Understand why we should care about other people's feelings
- Be able to see and understand bullying behaviours
- Know how to cope with these bullying behaviours



Body Language

Learning Outcomes

By the end of the lesson, you should:



- Be able to recognise and name a range of feelings
- Understand that feelings can be shown without words
- Be able to see a situation from another person's point of view
- Understand why it is important to care about other people's feelings



Touch

Learning Outcomes

By the end of the lesson, you should:



- Understand the difference between appropriate and inappropriate touch
- Know why it is important to care about other people's feelings
- Understand personal boundaries
- Know who and how to ask for help
- Be able to name human body parts



Relationships

Learning Outcomes

By the end of the lesson, you should be able to:



- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable



Puberty

Learning Outcomes

By the end of the lesson, you should be able to:



- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty



Conception

Learning Outcomes

By the end of the lesson, you should be able to:



- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent