



PSHE and RSHE Policy

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PSHE Curriculum Intent

At Linden Road, our PSHE curriculum is a carefully sequenced, knowledge-rich programme that equips pupils with the understanding, language and confidence they need to navigate an increasingly complex world. It is underpinned by a strong commitment to pupil wellbeing, personal development, and preparation for life in modern Britain.

Our curriculum is structured around clearly defined **key themes**, including:

- General wellbeing and self-esteem
- Respectful, kind relationships
- Caring friendships
- Families and people who care for me
- Personal safety
- Being safe: respect and privacy
- Physical health and fitness
- Kindness and anti-bullying
- Loss
- Health protection and prevention
- Healthy eating
- Growing up and developing bodies
- British values
- Drugs, alcohol, tobacco and vaping (KS2)

These themes are revisited in an **age-appropriate and progressive way** from EYFS through to Year 6, ensuring that pupils build secure, connected knowledge over time. Each unit is underpinned by clearly defined “**Pupils know...**” **knowledge statements**, enabling staff to focus explicitly on what pupils should understand at each stage of their development.

A central strength of the curriculum is its focus on **progression**. Pupils begin by learning to recognise basic emotions, relationships, and safety in the early years, before developing a deeper understanding of more complex concepts such as mental wellbeing, identity, diversity, consent, and risk as they move through Key Stage 2. By Year 6, pupils are able to apply this knowledge critically, for example understanding the long-term impact of bullying, the complexity of relationships, and how to seek help and support in a range of situations.

Oracy is embedded throughout the curriculum as both a pedagogical tool and a key outcome. Through structured talk, discussion questions, dialogic teaching and debate, pupils develop the vocabulary and confidence to:

- express their feelings and viewpoints clearly
- listen actively and respectfully to others
- explore sensitive topics in a safe and supportive environment
- articulate needs, boundaries and concerns

This emphasis on talk ensures that pupils not only acquire knowledge, but are also able to **use it meaningfully in real-life contexts**.

The curriculum is deliberately designed to support **mental health and wellbeing**. Pupils develop an understanding of emotions, self-regulation, resilience, and help-seeking, with a clear focus on reducing stigma and promoting openness. Themes such as loneliness, self-esteem, loss, and change are taught progressively to ensure pupils are prepared for life experiences in a developmentally appropriate way.

A strong thread of **safeguarding and personal safety** runs throughout the curriculum. Pupils learn how to recognise risk, understand boundaries (including online), and seek help confidently. This includes explicit teaching on topics such as bullying (including cyberbullying), consent, privacy, and harmful behaviours, ensuring pupils understand both impact and responsibility.

Our PSHE curriculum also places a clear emphasis on **equality, diversity and British values**. Pupils are supported to develop respect, tolerance and empathy, learning about differences in beliefs, cultures and identities. As they progress, they develop a deeper understanding of fairness, discrimination, stereotypes and their role in creating an inclusive society.

To support engagement and deepen understanding, many units are taught through the use of **high-quality texts and stories**, providing meaningful contexts for discussion. These texts allow pupils to explore complex themes through characters and narratives, helping them to reflect on their own experiences in a safe and structured way. Learning is explicitly linked back to real-life contexts to ensure relevance and application.

Ultimately, our intent is that pupils leave Linden Road as **confident, articulate and informed individuals** who:

- understand themselves and others
- can build and maintain positive relationships
- know how to keep themselves safe
- value diversity and act with respect and empathy
- are able to make informed choices about their wellbeing

By combining a clear progression of knowledge with a strong emphasis on oracy, wellbeing and real-life application, our PSHE curriculum ensures that every pupil develops not only the knowledge they need, but also the voice and confidence to thrive.

How was this policy developed?

Our subject lead Miss Dewar wrote this policy following Government Guidance that can be found:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Our original PSHE curriculum was developed with the support and feedback from a parents work group and subsequently has been updated to ensure it meets the criteria of the above Government RSHE guidance.

The policy will be available on the school website along with relevant curriculum documents and supporting guidance.

Curriculum Design

Theme:	Number of lessons	Week Commencing:
General Wellbeing	2	7 th September and 14 th September
Self-Esteem	2	21 st September and 28 th September
Respectful, kind relationships	3	5 th October, 12 th October and 19 th October
Caring Friendships	2	2 nd November and 9 th November
Kindness and Anti-bullying	2	16 th November and 23 rd November
British Values	2	30 th November and 7 th December
Loss	2	4 th January and 11 th January
Families and people who care for me	2	18 th January and 25 th January
Personal Safety	6	1 st February, 8 th February, 22 nd February, 1 st March, 8 th March and 15 th March
Respect and Privacy	2	13 th April and 20 th April
Physical Health and Fitness	2	26 th April and 3 rd May
Drugs, alcohol, tobacco and vaping - KS2 Only	2	10 th May and 17 th May
Health protection and prevention	3	24 th May, 14 th June and 21 st June
Healthy Eating	3	28 th June, 5 th July and 12 th July
Developing bodies	2	19 th July and 26 th July

Dates above can be subject to change - dependent on cohort need, staffing, timetable alterations or changes within current affairs.

A more detailed curriculum map can be found on our school website.

PSHE is taught weekly at Linden Road in a 1 hour timetabled lesson. Where possible, it should be taught by class teachers to give children consistency and an adult they have a familiarity with.

Monitoring and Evaluating

Miss Dewar is the PSHE Subject Leader. As part of her duties, Miss Dewar conducts lesson observations, work scrutinies, curriculum development, staff training and curriculum enquiries and evaluations. The curriculum is monitored and evaluated throughout the school year in line with the school's monitoring schedule.

Evidence of PSHE lessons is gathered within a class "Big Book". Teachers include evidence of discussions had, questions raised and activities conducted.

Assessment

Teaching teams will use formative assessment strategies in lessons to assess children's prior knowledge and understanding throughout sessions. When needed, intervention will support individual or groups of children for additional support.

Recall and retention strategies

Teachers will use their Big Books at the start of PSHE sessions to recall and revisit prior learning. This will promote learning being committed into children's long-term memory.

Safeguarding

Teaching staff work closely with the safeguarding team before planning and delivering PSHE lessons. Children are supported in lessons by additional staff where necessary in order to support their well-being and participation.

All disclosures or concerns raised during PSHE lessons will be recorded on CPOMS in line with the safeguarding policy and will be reported to the Safeguarding Team. Teaching teams will flag "PSHE" on their CPOMS record.

Teaching staff will work closely with parents to ensure the safety and well-being of children. Teaching staff will share any concerns raised during PSHE lessons with parents if appropriate to do so.

At Linden Road, we understand that not all children will feel comfortable discussing their worries face to face. Because of this, we have added additional avenues for seeking support. These include giving a post-it note to the class teacher or using our school Worry Monster.

We also give children alternative support options, including NSPCC childline services.

Supporting children with SEND

All children, including those with SEND, will access PSHE lessons with their cohort where possible. Lesson content and activities will be differentiated to suit children's individual needs if necessary. Children, including those with SEND, will be supported in class, by class teachers and additional adults where required.

Religious Education

Tolerance and Respect of people's religion features as part of our PSHE programme of study. As well as this, we also teach RE as a separate subject, whereby tolerance and respect for all religions forms a key basis.

You can find more information regarding our RE curriculum on our website.

Internet Safety

Staying safe online is a growing concern in modern society and therefore teaching internet safety is paramount to our PSHE curriculum. Online safety is considered across many of our themes in PSHE as well as within weekly Computing sessions. Miss C Slack is our Computing Curriculum Lead.

Managing behaviour

Our PSHE curriculum is taught in whole class sessions and therefore careful consideration must be taken in order to conduct lessons safely. Behaviour in lessons is managed in line with our whole school Behaviour Policy. As well as this, pupils are given additional opportunities to ask questions and share ideas on post-it notes during lessons. This allows teachers to get personal feedback from children without the whole class audience. Expectations of behaviour are made clear during lessons and staff expect pupils to behave sensibly and sensitively, ensuring that lesson content is not discussed inappropriately on the playground.

Communication with Parents and Carers

Staff and senior leaders will work closely with parents and carers to support children in PSHE lessons. Coverage for the half term will be shared with parents on a half-termly basis and parents will be encouraged and welcomed to discuss lesson content at any time within the teaching sequence. As well as this, the curriculum is posted on our website and parents will be encouraged to access this.

Equality Act 2010

All schools are required to comply with relevant requirements of the Equality Act 2010.

At Linden Road, we ensure that we must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantaged pupils and are mindful of the SEND Code of Practice when planning and delivering PSHE sessions. Our curriculum is designed in order to ensure that we comply with the Equality Act and furthermore, teach pupils to stand up against discrimination against others.

Our curriculum, along with our work on personal development of pupils ensures that we take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This has been carefully considered when designing and delivering our curriculum. As well as this, we adapt our teaching based on the needs of our community and issues that arise. For example, we adapted our curriculum during the C19 pandemic to support children with their mental and physical well-being during school closure. Other adaptations may arise from issues in the news or the local area - for example additional lessons on E-safety to deal with hoax emails and explicit content circulating that puts our children at risk from harm.

Whilst designing our curriculum we have considered the makeup of our own student body, including the gender and age range of their pupils - this includes ensuring we go above and beyond to support our pupils with SEND and disadvantaged pupils.

Much of our curriculum focuses on how to develop healthy and respectful peer-to-peer communication and also strives to ensure we provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through PSHE and as part of a whole-school approach.

Our curriculum tackles issues such as everyday sexism, misogyny, homophobia and gender stereotypes and we take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and staff at Linden Road model this with absolute excellence.

In our work around Respect and Privacy we ensure that it is made clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment is taken seriously. Staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults - we work hard to enforce these messages in our 'Family' theme.

Relationships Education (Primary)

The focus at Linden Road is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of their time at Linden Road, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

We ensure that pupils are taught about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. We are aware how important these foundations are for laying the foundations of consent, which we begin to learn about in preparation for their secondary education.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on and this is progressive as a child journeys through our school.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts aims to enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of their time at Linden Road, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. This aspect of our curriculum is covered in both PSHE and Computing, to ensure learning is consolidated.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care at Linden Road is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers. Our curriculum strives to support all children and staff and parents work closely to support those children that may be more affected by the discussions than others.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. Our school wide context encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long- term rewards and continue despite setbacks. Our modelled behaviours for learning that are praised and discussed daily include resilience, reciprocity, reflectiveness and resourcefulness - this coincides with our work on growth mindset. Alongside understanding the importance of self-respect and self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In our parental workgroup, we developed a list of personal attributes that parents felt were the most important to them. We used these attributes to further develop our curriculum and curriculum intent.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Our PSHE and RSE curriculum has a focus on improving children's mental health and giving them strategies to do so.

Through PSHE, Relationships Education (and RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At Linden Road, this is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies - this is covered within our "Respect and Privacy" theme. We also explore this within the themes of friendships with peers and also in families and with others, in all contexts, including online.

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Relationships Education as described above is compulsory for all children in Primary Education as per Government guidelines. For this reason, parents and carers do not have a right to withdraw their children from these sessions. However, we will always encourage and welcome parents or carers to share any concerns or questions with the Senior Leadership Team with an aim to work together to support their child as best we can.

Sex Education

Sex education is not compulsory in primary schools, but the Government recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. At Linden Road, we only cover human reproduction in line with objectives from the science curriculum.

At Linden Road, our sex education is featured in our “Developing Bodies” theme only.

Below are the objectives that will be covered in each year group. Parents have the right to withdraw their child from PSHE lessons as long as

The purple objectives are part of the Science National Curriculum and therefore are compulsory. Katie Pillar, our Assistant Principal is our Science Curriculum Lead.

The red objectives have been taken from the Government RSHE guidance and are therefore compulsory.

EXFS

Growth, change and the human lifecycle

- Know that people grow and change from babies to children.
- Talk about things they can do now that they could not do before.

Naming body parts and personal boundaries

- Name basic body parts (e.g. head, arms, legs).
- Understand that some parts of the body are private.
- Know they can say “no” and tell a trusted adult if they feel uncomfortable.

Preparing for body changes (early awareness)

- Recognise that bodies grow and change as we get older.

YEAR 1

Pupils identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Growth, change and the human lifecycle

- Understand that humans grow and change over time (baby → child → adult).

Naming body parts and personal boundaries

- Name main external body parts.
- Know that private parts should be covered and are not for others to see or touch.
- Know the importance of telling a trusted adult if something feels wrong.

Preparing for body changes

- Begin to understand that growing up brings changes for everyone.

YEAR 2

Pupils notice that animals, including humans, have offspring which grow into adults

Growth, change and the human lifecycle

- Describe the basic human lifecycle and how needs change as we grow.

Naming body parts and personal boundaries

- Use correct basic vocabulary for body parts.
- Understand that private parts are private and they belong to them.
- Know they have a right to privacy and to set boundaries.

Preparing for body changes

- Recognise that bodies will continue to change as they get older.

YEAR 3

Growth, change and the human lifecycle

- Understand that growth continues into adulthood and includes physical and emotional changes.

Naming body parts and personal boundaries

- Use correct terminology for a wider range of body parts (including vagina, penis, breasts and testicles).
- Understand personal boundaries and respect the boundaries of others.
- Know how to seek help if boundaries are not respected.

Preparing for body changes

- Begin to understand that puberty is a stage of growing up when bodies start to change.

YEAR 4

Growth, change and the human lifecycle

- Understand that puberty is part of the human lifecycle and brings physical and emotional changes.

Naming body parts and personal boundaries

- Confidently use correct names for body parts (including vagina, penis, breasts and testicles).
- Understand the meaning of privacy, consent (in an age-appropriate way), and personal space.

Menstrual cycle and body changes

- Know that girls' bodies will change during puberty, including the start of periods.
- Understand that periods are a natural part of growing up and can begin from around 8 years old.

YEAR 5 Pupils describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Pupils describe the life process of reproduction in some plants and animals

Pupils describe the changes as humans develop to old age (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty)

Pupils identify the changes to the body during puberty and know that people develop at different rates (including the menstrual cycle).

Pupils know how to care for themselves during their menstrual cycles.

Pupils know about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Growth, change and the human lifecycle

- Explain the human lifecycle, including adolescence as a stage of development.
- Understand a range of physical and emotional changes that happen during puberty.

Naming body parts and personal boundaries

- Use accurate scientific vocabulary for body parts and explain why they are private. (including vagina, penis, breasts, nipples and testicles).
- Demonstrate understanding of personal boundaries, respect, and how to seek support if needed.

Menstrual cycle and body changes

- Understand the key facts about the menstrual cycle, including why periods happen.
- Recognise both physical and emotional changes linked to menstruation and puberty.

Feel prepared and reassured about body changes before they happen.

YEAR 6 Pupils recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

If you have any questions about our PSHE Curriculum, contents of this policy or any other queries, please speak with Miss Amy Dewar (PSHE Lead, Safeguard lead and Vice Principal) or Mr Peter Greaves (Principal)