



Personal, Social, Health and Economic Education (PSHE), Relationships and Health Education (HRE), All About Me (EYFS/KS1) and Citizenship (KS2) Policy

September 2026

Intent

At Five Ways Primary School, we strive for excellence in all that we do. We recognise that high-quality teaching and learning can only be fully effective when children are supported to develop the personal, social, emotional and interpersonal skills needed to thrive both in school and beyond.

Through our Personal, Social, Health and Economic Education (PSHE) curriculum, including statutory Relationships and Health Education (RHE), we aim to equip pupils with the knowledge, skills and attributes they need to lead safe, healthy, respectful and fulfilling lives. Our curriculum supports pupils to develop positive relationships, understand and manage their physical and mental health, recognise and celebrate diversity, and become responsible members of their communities.

At Five Ways Primary School, PSHE and RHE are delivered through **All About Me** in EYFS and Key Stage 1 and **Citizenship** in Key Stage 2. These progressive curriculum strands provide a framework through which pupils develop self-awareness, emotional literacy, relationship skills, resilience, respect for others and an understanding of their role within society.

We aim for all pupils to:

- Develop confidence, resilience and self-esteem.
- Build positive, healthy and respectful relationships.
- Understand how to keep themselves physically and mentally healthy.
- Recognise, understand and manage their emotions.
- Develop an appreciation of diversity and protected characteristics.
- Stay safe, including online.
- Understand personal boundaries and the importance of consent.
- Develop empathy, kindness and respect for others.
- Become active, responsible and informed citizens.
- Prepare confidently for future transitions and lifelong learning. Through All About Me and Citizenship, we seek to create a culture where every child feels valued, respected and included, enabling them to flourish both within school and beyond as successful learners and responsible members of modern British society.

Implementation

At Five Ways Primary School, PSHE Education is delivered through a planned, progressive curriculum which follows guidance from the PSHE Association and meets the statutory requirements for Relationships and Health Education. The curriculum is designed to support pupils' personal development, wellbeing, safeguarding awareness and readiness for life in modern Britain.

Our curriculum is organised around six overarching themes which are revisited throughout a child's journey through school:

- Similarities and Differences
- Healthy and Happy Friendships
- Caring and Responsibility
- Families and Committed Relationships
- Healthy Body, Healthy Mind
- Coping with Change

These themes support pupils in developing age-appropriate knowledge, skills and understanding while building resilience, empathy and social responsibility.

In addition, opportunities are identified across the curriculum to promote:

- British Values
- Protected Characteristics
- Personal Development
- Mental Health and Wellbeing
- Online Safety

Safeguarding Our provision is further enhanced through:

- Dedicated PSHE lessons
- The My Happy Mind programme
- Assemblies and collective worship
- Cross-curricular opportunities
- Whole-school events and themed weeks
- Daily classroom interactions and restorative approaches

Teaching is:

- Age appropriate and developmentally appropriate
- Inclusive and accessible to all pupils
- Sensitive to the needs of individuals and families
- Based on accurate and up-to-date factual information
- Delivered in a way that promotes safeguarding and pupil wellbeing

Through carefully planned discussion, debate and collaborative learning opportunities, pupils are encouraged to communicate confidently, think critically, respect differing viewpoints and contribute positively to school life and the wider community.

PSHE, Relationships and Health Education Ground Rules

At Five Ways Primary School, we believe that effective learning takes place within a safe, inclusive and respectful environment. Ground rules are established and revisited regularly.

We will:

- Listen respectfully and allow everyone the opportunity to speak.
- Respect different opinions, experiences and beliefs.
- Use appropriate and correct vocabulary when discussing sensitive topics.
- Ask questions in a respectful and thoughtful manner.
- Understand that it is acceptable to disagree respectfully.
- Maintain privacy and avoid sharing personal information.
- Challenge stereotypes, prejudice and discriminatory language.
- Support each other in creating an inclusive learning environment.

We understand that:

- Everyone has the right to pass.
- Personal questions directed at pupils, staff or visitors are not appropriate.
- Some questions may be answered at a later time.
- Staff cannot offer complete confidentiality and must follow safeguarding procedures where concerns arise.

Curriculum Overview

The planning, coordination and monitoring of PSHE, RHE, All About Me and Citizenship is led by the PSHE Subject Leader in collaboration with the Senior Leadership Team.

Appropriate terminology is used throughout the curriculum, including the correct scientific names for body parts and reproductive processes, in line with statutory guidance.

All About Me (EYFS – Year 2)

EYFS

- All About Me
- Friendships
- Looking After Belongings
- Traditional Celebrations
- Body Parts
- Transition to Key Stage One

Year 1

- Special People in the Community
- Bullying
- Role of Money
- Family Groups
- NSPCC PANTS and correct terminology for private body parts

- Setting Simple Goals

Year 2

- Respecting Differences
 - Bullying
 - Sources of Money
 - Group Rules
 - Using Products Properly
 - Aspirational Goals
 - Differences between boys' and girls' private body parts using correct terminology
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- All about me
 - Friendships
 - Looking after belongings
 - Traditional celebrations.
 - Body parts
 - Transition to Key Stage One.

Citizenship (Years 3 – 6)

Year 3

- Equality
- Positive Friendships
- Setting Good Examples
- Types of Relationships
- Sleep
- Positive Changes
- Changes in Our Bodies as We Grow Up

Year 4

- Prejudice, Stereotypes and Discrimination
- Personal Boundaries
- Rules and Laws
- Changes in Families
- Keeping Others Safe
- Preparing for Transition
- Recognising Puberty in Boys and Girls
- Human Reproduction and Having a Baby

Year 5

- Strengths and Weaknesses
- Cyberbullying
- Voluntary Groups
- Positive Relationships
- Healthy Habits
- Approaching Puberty
- Physical and Emotional Changes During Puberty
- Coping with Change
- Online Relationships and Digital Citizenship
- Managing Influence and Peer Pressure

Year 6

- Protected Characteristics
- Pressure and Influence
- Increased Responsibility
- Human Reproduction
- Physical, Mental and Emotional Health
- Physical and Emotional Changes in Puberty
- Consent, Boundaries and Respectful Relationships
- Conception to Birth
- Healthy and Unhealthy Relationships
- Media Influence and Body Image
- Transition to Secondary School and Personal Safety

Statutory Requirements

This policy has due regard to:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations.
- Keeping Children Safe in Education (KCSIE).
- The Equality Act 2010.
- The Children and Social Work Act 2017.
- The Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education.
- The SEND Code of Practice.

Relationships Education and Health Education are compulsory within primary schools and are delivered through our All About Me and Citizenship curriculum.

Parents' Right to Withdraw

Relationships Education and Health Education are statutory elements of the primary curriculum and parents do not have the right to withdraw their child from these subjects

Should the school deliver any additional non-statutory sex education beyond National Curriculum Science requirements, parents will be informed in advance and may request withdrawal from those specific lessons. Requests should be made in writing to the Headteacher. Appropriate alternative provision will be made where necessary.

Safeguarding

Safeguarding is at the heart of our All About Me and Citizenship curriculum. Through age-appropriate learning, pupils are taught how to:

- Stay safe.
- Recognise and respond to risks.
- Seek help and support.
- Develop healthy relationships.
- Understand consent and personal boundaries.
- Identify trusted adults.
- Stay safe when using technology and the internet.

Staff understand that discussions may lead to disclosures. Any safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Equality, Diversity and Protected Characteristics

Five Ways Primary School is committed to promoting equality, diversity, inclusion and mutual respect. Through All About Me and Citizenship, pupils develop an understanding of fairness, kindness and respect regardless of background, beliefs or circumstances

Learning supports understanding of the protected characteristics identified within the Equality Act 2010 and helps pupils become responsible, respectful and active citizens

The school actively challenges stereotypes, prejudice and discriminatory behaviour whenever they occur.

Inclusion and SEND

We are committed to ensuring that all pupils have access to a high-quality PSHE curriculum regardless of need, ability or background.

Provision may include:

- Differentiated resources and activities
- Visual supports
- Small group or individual support
- Additional processing time
- Alternative methods of recording learning

The school works closely with parents, carers and external agencies to ensure pupils can fully access and engage with learning.

Online Safety

Online safety is an integral part of our curriculum and safeguarding responsibilities. Pupils learn about:

- Safe use of the internet
- Digital footprints
- Privacy and personal information
- Healthy screen use
- Online friendships and relationships
- Misinformation
- Cyberbullying
- Reporting concerns and accessing support

Assessment, Monitoring and Evaluation

Assessment focuses on supporting pupil development, informing future planning and ensuring progression across the curriculum.

Assessment methods may include:

- Discussion and questioning
- Observation
- Floor books and recorded outcomes
- Pupil reflection and self-assessment
- Retrieval activities
- Teacher assessment

The impact of the curriculum is monitored through:

- Learning walks
- Monitoring of curriculum evidence
- Pupil voice
- Staff feedback
- Curriculum evaluation

Monitoring by the Subject Leader and Senior Leadership Team

Roles and Responsibilities

The Governing Body will:

- Ensure compliance with statutory requirements.
- Monitor policy effectiveness.
- Support curriculum delivery.

The Headteacher will:

- Ensure effective implementation.
- Support staff.
- Ensure appropriate training and resources.
- Monitor quality of provision.

The Strategic Leader for Behaviour and Attitudes: Personal Development

- Lead curriculum development and review.
- Support staff with planning and resources.
- Monitor teaching and learning.
- Keep abreast of national developments.

Teaching Staff will:

- Deliver the curriculum.
- Create a safe and inclusive environment.
- Follow safeguarding procedures.
- Assess and monitor learning.

Parents and Carers will:

- Support their child's wellbeing and personal development.
- Work in partnership with the school.
- Engage with curriculum information provided by the school.

Conclusion

At Five Ways Primary School, we believe that high-quality PSHE, Relationships and Health Education, delivered through our **All About Me** and **Citizenship** curriculum, plays a fundamental role in preparing children for life in modern Britain. Through a carefully planned, inclusive and progressive curriculum, we aim to equip all pupils with the knowledge, skills, understanding and

values needed to stay safe, build positive relationships, make informed choices, contribute positively to society and fulfil their potential as successful learners and responsible citizens.