Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

	Lark Hill
Date	July 2026
Review Date	July 2027
Designated Governor	
Signature	

Schools: Lark Hill Community Primary Schools				
Consultation has taken place	**The school workforce**	**Governors**	**Children & young people**	**families**
Date formally approved by Governors:				
Date policy became effective:				
Person(s) responsible for implementation & monitoring	**J. Early/ J. Hayhurst PSHE / RHSE leads. All staff to implement.**			
Links to other relevant policies **Government Guidance Links Pg. 33**	SMSC	Safeguarding	SRE	Drug Ed
	Confidentiality	Anti-bullying	SEND /inclusion	Equalities
	Visitor	Online safety	Behaviour	Food & Drink
Basic information - This policy covers our schools' approach to PSHE (Personal, Social and Health Education) and RSHE (Relationships, Sex and Health Education). Throughout the policy it should be assumed that the initials PSHE include Relationships Education, Health Education and Sex Education- this is an umbrella policy. It was produced by Jade Hayhurst and Joe Early (PSHE leads). Parents and carers will be informed about the policy through newsletters and our website. The policy will be available to parents and carers through the schools' website.				
Mission Statement- At Lark Hill we aim to ensure every child reaches their potential within a safe, secure and inspiring environment. We work hard to develop the values of personal responsibility and social awareness. We aim to achieve excellence through enjoyment. At Lark Hill all our work is underpinned by our core values - **Nurture - Achieve - Respect**.				

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy
(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

Contents

1. Introduction
2. Policy Statement
3. School Vision and Values
4. Aims of PSHE
5. Statutory Framework
6. Curriculum Intent
7. Curriculum Implementation
8. Curriculum Impact
9. Relationships Education
10. Health Education
11. Sex Education
12. Online Safety and Digital Citizenship
13. Artificial Intelligence, Deepfakes and Emerging Technologies
14. Safeguarding
15. Equality, Diversity and Inclusion
16. SEND
17. Mental Health and Emotional Wellbeing
18. British Values and SMSC
19. Assessment
20. Monitoring and Evaluation
21. Roles and Responsibilities
22. Working with Parents
23. Withdrawal Procedures
24. Appendices

---

1. Introduction

At Lark Hill Community Primary School we believe that Personal, Social, Health and Economic (PSHE) education underpins every aspect of school life. Our curriculum enables children to become confident, caring, resilient and responsible citizens who are equipped with the knowledge, understanding and skills needed to flourish in an increasingly diverse and rapidly changing world.

PSHE is not taught as an isolated subject but is embedded throughout our curriculum and wider school community. Through high-quality teaching, meaningful discussion and positive relationships, pupils develop the confidence to make informed decisions, manage risk, value diversity and contribute positively to society.

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy
(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

Our curriculum supports children to understand themselves, build healthy relationships, recognise and manage emotions, stay physically and mentally healthy and remain safe both offline and online.

The school follows the statutory Relationships Education and Health Education requirements for primary schools and supplements these through a comprehensive PSHE curriculum using Think Equal (EYFS), Jigsaw (Years 1–6) and Pol-Ed resources where appropriate.

The curriculum reflects current safeguarding expectations and emerging issues affecting children including digital technologies, online harms, artificial intelligence, misinformation, exploitation and emotional wellbeing.

---

2. Policy Statement

The Governing Body of Lark Hill Community Primary School is committed to ensuring that every child receives a high-quality PSHE education which prepares them for life in modern Britain.

The policy has been written in accordance with:

- **Children and Social Work Act 2017**
- **Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**
- **Department for Education statutory guidance on Relationships Education and Health Education**
- **Keeping Children Safe in Education (current edition)**
- **Equality Act 2010**
- **SEND Code of Practice**
- **Prevent Duty**
- **Working Together to Safeguard Children**
- **Ofsted Education Inspection Framework**

The curriculum is reviewed annually to ensure it reflects current legislation, safeguarding priorities and recognised good practice.

---

3. School Vision and Values

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy
(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

At Lark Hill Community Primary School we aim to ensure every child reaches their full potential within a safe, secure and inspiring environment.

We strive to develop pupils who demonstrate:

- **Nurture**
- **Achievement**
- **Respect**

These values underpin every aspect of school life and are central to our PSHE curriculum.

Children are encouraged to become:

- **respectful citizens**
- **resilient learners**
- **confident communicators**
- **critical thinkers**
- **active members of their community**
- **responsible digital citizens**

We recognise that successful PSHE education contributes significantly to safeguarding, behaviour, attendance, mental wellbeing, academic achievement and preparation for adulthood.

---

4. Aims of PSHE Education

Our PSHE curriculum aims to enable pupils to:

- **understand and value themselves**
- **build positive relationships**
- **recognise healthy and unhealthy behaviours**
- **develop resilience**
- **manage emotions effectively**
- **recognise and respond to risk**
- **understand consent and personal boundaries in age-appropriate ways**
- **celebrate diversity**
- **challenge prejudice and stereotypes**
- **become responsible online users**
- **identify misinformation and manipulation online**
- **understand the impact of artificial intelligence and emerging technologies**
- **recognise exploitation and know how to seek help**

- **develop financial awareness**
- **understand physical and mental health**
- **prepare successfully for secondary school and later life**

5. Curriculum Intent

At Lark Hill Community Primary School, our PSHE curriculum is designed to provide every child with the knowledge, understanding, attributes and practical skills they need to become healthy, safe and responsible members of society. We believe that high-quality PSHE education supports pupils to flourish academically, socially and emotionally by helping them to understand themselves, value others and make informed choices throughout their lives.

Our curriculum has been carefully sequenced to build upon prior learning through a progressive spiral model. This ensures that key concepts are revisited throughout a child's primary education, allowing knowledge and skills to deepen as pupils mature.

Through our curriculum, pupils develop the confidence to communicate effectively, manage emotions, solve problems collaboratively and make safe, informed decisions in a wide range of real-life situations. We recognise that children are growing up in an increasingly complex world where technology, social media and online communication form a significant part of everyday life. Therefore, our curriculum equips pupils with the critical thinking skills needed to navigate these challenges safely and responsibly.

The curriculum also reflects the school's safeguarding responsibilities by explicitly teaching children how to recognise unsafe situations, understand healthy relationships, seek support from trusted adults and report concerns confidently.

Our PSHE curriculum is underpinned by our school values of Nurture, Achievement and Respect, ensuring that every lesson contributes to developing compassionate, resilient and responsible citizens.

---

6. Curriculum Implementation

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is primarily delivered through the Think Equal Programme, alongside continuous provision, structured play, stories, circle time and daily interactions.

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

The curriculum focuses upon developing children's:

- **self-awareness**
- **emotional regulation**
- **empathy**
- **communication**
- **resilience**
- **friendships**
- **independence**
- **confidence**
- **understanding of diversity**
- **early safeguarding knowledge**

Learning is closely linked to the Personal, Social and Emotional Development strand of the Early Years Foundation Stage Framework and supports children's readiness for Key Stage One.

Key Stage One and Key Stage Two

From Years 1–6 the school delivers PSHE through the Jigsaw Programme, which provides a carefully sequenced spiral curriculum covering all statutory Relationships Education and Health Education requirements alongside wider Personal, Social, Health and Economic Education.

The programme consists of six half-termly units:

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

Each unit revisits previous learning while introducing new concepts appropriate to pupils' age and stage of development.

In addition to Jigsaw, teachers enhance learning through:

- **assemblies**
- **themed curriculum days**
- **Anti-Bullying Week**
- **Children's Mental Health Week**
- **Safer Internet Day**

- NSPCC Speak Out Stay Safe
- visitors and external agencies
- Police (Pol-Ed)
- school council
- charity events
- educational visits
- cross-curricular learning opportunities

This wider provision ensures that pupils are able to apply their learning in meaningful and authentic contexts.

Lesson Structure

PSHE lessons are taught weekly and follow a consistent structure that encourages discussion, reflection and active participation.

Lessons include opportunities for pupils to:

- discuss real-life scenarios
- explore different viewpoints respectfully
- develop problem-solving skills
- work collaboratively
- reflect upon their own learning
- ask questions safely
- consolidate previous knowledge

Teachers establish clear classroom expectations using the school's agreed discussion guidelines to ensure all pupils feel safe, respected and able to contribute.

Sensitive topics are delivered using age-appropriate language and resources, with careful consideration given to pupils' maturity, prior experiences and individual needs.

---

7. Curriculum Content

The PSHE curriculum incorporates statutory Relationships Education and Health Education alongside the wider non-statutory elements of PSHE identified by the PSHE Association.

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

Relationships Education

Children learn about:

- **families and those who care for us**
- **friendships**
- **respectful relationships**
- **kindness**
- **empathy**
- **conflict resolution**
- **bullying and discrimination**
- **online relationships**
- **recognising trusted adults**
- **personal boundaries**
- **privacy**
- **seeking help**

Throughout the curriculum pupils are encouraged to recognise what makes relationships healthy, respectful and supportive.

Health Education

Health Education includes teaching about:

- **mental wellbeing**
- **emotional literacy**
- **physical health**
- **healthy lifestyles**
- **nutrition**
- **physical activity**
- **sleep**
- **dental health**
- **personal hygiene**
- **puberty**
- **medicines**
- **vaccinations**
- **first aid**
- **keeping safe**
- **making healthy choices**

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

Children develop strategies for maintaining positive physical and emotional health throughout childhood and beyond.

Personal Safety

As part of our safeguarding curriculum, pupils receive explicit teaching about personal safety including:

- **road safety**
- **rail safety**
- **water safety**
- **fire safety**
- **household hazards**
- **stranger awareness**
- **emergency procedures**
- **community safety**
- **safe use of public spaces**
- **recognising unsafe situations**
- **seeking support from trusted adults**

These themes are revisited throughout the curriculum to reinforce safe decision-making.

Online Safety and Digital Citizenship

Online safety is taught throughout the year and not solely during Computing lessons.

Pupils learn to:

- **protect personal information**
- **manage privacy settings**
- **communicate respectfully online**
- **identify cyberbullying**
- **report harmful content**
- **recognise scams**
- **understand misinformation**
- **identify manipulated images and videos**
- **recognise age-inappropriate content**
- **understand healthy screen habits**
- **know where to seek help online**

Teaching reflects current safeguarding advice and emerging technologies affecting children's lives.

Artificial Intelligence and Emerging Technology

Recognising the growing influence of artificial intelligence within children's daily lives, our curriculum introduces age-appropriate discussion around emerging technologies.

Children will learn:

- **what artificial intelligence is**
- **how AI can be helpful**
- **limitations of AI**
- **why not everything online is genuine**
- **recognising AI-generated images and videos**
- **understanding deepfakes**
- **checking reliable sources**
- **questioning information critically**
- **responsible use of digital tools**

Teaching focuses upon developing curiosity, digital literacy and critical thinking rather than creating fear around technology.

Financial Education

Financial capability is developed progressively through practical learning opportunities.

Pupils learn about:

- **money management**
- **saving**
- **budgeting**
- **enterprise**
- **making informed financial choices**
- **wants versus needs**
- **charity**
- **economic responsibility**

Where appropriate, learning is enhanced through partnerships with organisations such as Metro Bank and other community organisations.

Next section (Section 3) will cover:

- **Relationships Education in detail**
- **Health Education in detail**
- **Sex Education**
- **SEND**
- **Equality**
- **British Values**
- **Mental Health**
- **Safeguarding responsibilities**

8. Relationships Education

Relationships Education is statutory in all primary schools and forms a fundamental part of our whole-school approach to safeguarding and personal development. At Lark Hill Community Primary School, we believe that positive relationships are at the heart of children's wellbeing and success. Our curriculum enables pupils to develop the knowledge, understanding and skills required to build respectful, caring and healthy relationships throughout their lives.

Relationships Education is taught progressively from the Early Years Foundation Stage to Year 6 through our PSHE curriculum and is reinforced through assemblies, collective worship, restorative conversations, classroom practice and the wider ethos of the school.

By the end of primary school, pupils will understand:

Families and People Who Care for Me

Children will learn that families are important because they provide love, care, security and stability. They will understand that families can look different and that all families should provide children with love and support.

Pupils will explore:

- **different family structures**
- **caring relationships**
- **responsibilities within families**
- **the importance of communication**
- **where to seek help if they feel unsafe**

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

Caring Friendships

Children will learn how positive friendships are built upon kindness, honesty, trust and mutual respect.

Pupils will develop the skills to:

- **make new friends**
- **maintain friendships**
- **resolve disagreements respectfully**
- **recognise unhealthy friendships**
- **resist peer pressure**
- **show empathy towards others**
- **support classmates appropriately**

Respectful Relationships

Children will learn that everyone deserves to be treated with dignity and respect.

Teaching promotes:

- **kindness**
- **inclusion**
- **equality**
- **fairness**
- **cooperation**
- **appreciation of diversity**
- **challenging stereotypes**
- **recognising discrimination**
- **respecting different opinions**

Pupils learn that disagreements can occur without conflict and that respectful discussion is an important life skill.

Online Relationships

Children increasingly develop friendships through digital communication.

Our curriculum teaches pupils how to:

- behave respectfully online
- communicate safely
- protect personal information
- understand privacy
- identify unsafe online behaviour
- report concerns
- recognise grooming behaviours
- understand that online actions have consequences

Being Safe

Children are taught to recognise situations that may make them feel uncomfortable or unsafe.

Teaching includes:

- understanding personal boundaries
- body autonomy
- trusted adults
- recognising secrets that should not be kept
- asking for help
- recognising unsafe situations
- reporting worries confidently

Children understand that they should always tell a trusted adult if something makes them feel frightened, confused or uncomfortable.

---

9. Health Education

Health Education provides pupils with the knowledge and skills necessary to make informed decisions about their physical, emotional and mental wellbeing.

Teaching is progressive and reflects children's developmental stages.

Mental Wellbeing

Mental wellbeing is woven throughout our PSHE curriculum and wider school culture.

Children learn:

- **recognising emotions**
- **emotional regulation**
- **resilience**
- **confidence**
- **self-esteem**
- **coping strategies**
- **mindfulness**
- **dealing with change**
- **recognising anxiety**
- **asking for help**

Pupils understand that experiencing a range of emotions is normal and that talking to trusted adults is a positive way of seeking support.

Physical Health and Healthy Lifestyles

Children are taught the importance of:

- **regular exercise**
- **healthy eating**
- **hydration**
- **sleep**
- **dental hygiene**
- **personal hygiene**
- **balancing screen time**
- **outdoor play**

Learning encourages children to develop lifelong healthy habits.

Healthy Eating

Children explore:

- **balanced diets**

- food groups
- reading food labels
- portion sizes
- healthy snacks
- hydration
- making informed food choices

Practical activities encourage pupils to apply this learning in everyday life.

Physical Activity

Children understand the physical and emotional benefits of regular exercise including:

- improved fitness
- stronger bones and muscles
- improved mood
- stress reduction
- teamwork
- resilience

Drugs, Alcohol and Tobacco

Teaching is factual and age-appropriate.

Children learn:

- medicines can help when used correctly
- medicines should only be taken with adult supervision
- household substances can be dangerous
- smoking damages health
- alcohol affects the body
- illegal drugs are harmful

The focus remains firmly upon keeping children safe.

Basic First Aid

Children progressively develop knowledge of:

- **calling emergency services**
- **knowing when to seek help**
- **minor injuries**
- **burns**
- **choking awareness**
- **bleeding**
- **CPR awareness (age appropriate)**

Learning aims to build confidence without creating anxiety.

Puberty

Puberty education forms part of statutory Health Education.

Teaching includes:

- **physical changes**
- **emotional changes**
- **personal hygiene**
- **menstruation**
- **wet dreams**
- **body confidence**
- **managing change**
- **respecting privacy**

Lessons are delivered sensitively using medically accurate vocabulary.

---

10. Online Safety and Digital Citizenship

Technology continues to evolve rapidly and plays an increasingly significant role in children's lives. Our curriculum prepares pupils to participate safely, respectfully and responsibly in digital environments.

Teaching takes place across PSHE, Computing and safeguarding activities.

Children learn to:

- **keep personal information secure**
- **use strong passwords**
- **recognise scams**
- **identify fake profiles**
- **recognise online manipulation**
- **understand digital footprints**
- **report harmful content**
- **respond safely to cyberbullying**
- **recognise inappropriate requests**
- **understand age restrictions**
- **balance online and offline life**

Artificial Intelligence, Deepfakes and Emerging Technology

Recognising the rapid growth of Artificial Intelligence, children are introduced to age-appropriate discussions around emerging technologies.

Pupils learn:

- **what Artificial Intelligence is**
- **how AI can support learning**
- **limitations of AI**
- **why AI can make mistakes**
- **how images and videos can be manipulated**
- **what deepfakes are**
- **why misinformation spreads online**
- **checking reliable sources**
- **thinking critically before believing or sharing information**

Teaching encourages curiosity alongside healthy scepticism.

Online Influencers and Social Media

Children are supported in understanding that:

- not everything online reflects real life
- influencers may be paid to advertise products
- edited images can affect self-esteem
- online popularity should not define self-worth
- everyone deserves respect online

---

11. Safeguarding Through PSHE

PSHE contributes significantly to the safeguarding culture of Lark Hill Community Primary School.

The curriculum equips pupils with the knowledge to recognise risk, seek help and keep themselves safe.

Teaching supports pupils in recognising:

- abuse
- neglect
- bullying
- discrimination
- grooming
- exploitation
- coercion
- inappropriate touching
- unsafe secrets
- online manipulation

Children are reminded regularly that safeguarding is everyone's responsibility and that there will always be trusted adults available to support them.

Where safeguarding concerns arise through PSHE lessons, staff follow the school's Child Protection and Safeguarding Policy, recording concerns promptly using CPOMS and informing the Designated Safeguarding Lead.

Section 4 will complete the policy with:

- Sex Education
- SEND and Inclusion
- Equality

- **British Values**
- **Assessment**
- **Monitoring and Evaluation**
- **Staff Responsibilities**
- **Governor Responsibilities**
- **Parent Consultation**
- **Withdrawal Procedures**
- **Policy Review**
- **Appendices (including curriculum mapping and statutory compliance)**

---

12. Sex Education

At Lark Hill Community Primary School, we recognise that parents and carers are the primary educators of their children regarding relationships and sex. We aim to work in partnership with families by providing clear information about our curriculum and encouraging open communication.

Relationships Education and Health Education are statutory in primary schools. Sex Education, beyond the National Curriculum for Science and the statutory Health Education curriculum, is non-statutory.

Our school defines Sex Education as teaching specifically about human reproduction, conception and birth. This is delivered through the Jigsaw *Changing Me* unit in Years 4, 5 and 6 using age-appropriate, medically accurate resources.

The programme prepares children for puberty and secondary school by helping them understand the physical and emotional changes they experience while promoting positive body image, respect and personal responsibility.

Parents will be informed before Sex Education lessons take place and will have the opportunity to view resources and discuss the content with school staff.

Parents have the legal right to request that their child be withdrawn from the non-statutory elements of Sex Education. Requests should be made in writing to the Headteacher. Children who are withdrawn will complete suitable alternative learning under appropriate supervision.

The following lessons are identified as non-statutory Sex Education:

- **Year 5 – Conception (lesson 4)**
- **Year 6 – Babies, Conception and Birth (lesson 3)**

Puberty education remains statutory and all pupils are expected to participate in these lessons.

---

13. Special Educational Needs and Disabilities (SEND)

We are committed to ensuring that every pupil can access a high-quality PSHE curriculum regardless of ability, background or need.

Teachers adapt learning through:

- **differentiated questioning**
- **adapted resources**
- **visual supports**
- **pre-teaching vocabulary**
- **practical activities**
- **small-group support**
- **scaffolded discussion**
- **flexible recording methods**

Where appropriate, individual learning needs are considered in consultation with parents, SEND staff and external professionals.

Children with SEND are entitled to the same high-quality Relationships and Health Education as their peers and may require additional teaching to reinforce key safeguarding messages.

---

14. Equality, Diversity and Inclusion

Our curriculum reflects the Equality Act 2010 and promotes respect for every member of our school community.

Teaching encourages pupils to value diversity and challenge prejudice in all its forms.

Children learn to respect differences relating to:

- **race**
- **religion**
- **disability**
- **family composition**
- **culture**
- **language**
- **gender**
- **socioeconomic background**

Teaching is inclusive, factual and age appropriate and reflects the school's commitment to creating a safe environment where every child feels valued and respected.

Discriminatory language or behaviour is challenged immediately and used as an opportunity for education and reflection.

---

15. British Values and SMSC

PSHE makes a significant contribution to pupils' Spiritual, Moral, Social and Cultural development and promotes Fundamental British Values.

Children develop an understanding of:

- **democracy**
- **individual liberty**
- **mutual respect**
- **tolerance**
- **the rule of law**

These values are embedded throughout the curriculum and reinforced through pupil leadership opportunities, assemblies, restorative practice and everyday interactions.

---

16. Assessment

Assessment in PSHE is formative and supports pupils' ongoing personal development.

Teachers assess learning through:

- **classroom discussion**
- **questioning**
- **pupil reflections**
- **self-assessment**
- **retrieval activities**
- **observation**
- **end-of-unit assessment tasks**

Assessment focuses upon pupils' knowledge, understanding and application rather than personal beliefs or experiences.

Teachers use assessment information to inform future planning and identify pupils requiring additional support.

---

17. Monitoring and Evaluation

The PSHE Leads are responsible for monitoring the quality and effectiveness of PSHE across the school.

Monitoring activities include:

- **lesson observations**
- **planning scrutiny**
- **learning walks**
- **pupil voice**
- **book scrutiny**
- **staff feedback**
- **curriculum evaluation**
- **governor monitoring**

Monitoring ensures that teaching remains:

- **accurate**

- inclusive
- ambitious
- age appropriate
- consistent across school

An annual curriculum review will consider changes in statutory guidance, safeguarding priorities and local needs.

---

18. Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- approving this policy
- ensuring statutory compliance
- monitoring implementation
- supporting curriculum development
- reviewing safeguarding arrangements

Headteacher

The Headteacher will:

- ensure statutory requirements are met
- support staff development
- monitor curriculum quality
- communicate with parents
- allocate sufficient curriculum time

PSHE Leads

The PSHE Leads will:

- oversee curriculum planning

- monitor implementation
- provide staff training
- evaluate impact
- maintain resources
- update policy in line with statutory guidance
- support colleagues with teaching sensitive issues

Teachers

Teachers will:

- deliver lessons professionally
- create safe learning environments
- use agreed vocabulary
- maintain confidentiality appropriately
- identify safeguarding concerns
- record concerns on CPOMS
- work in partnership with parents

Parents and Carers

Parents and carers are encouraged to:

- support learning at home
- discuss relationships and wellbeing openly
- attend curriculum information sessions
- communicate concerns with school staff
- work collaboratively with school

---

19. Confidentiality

Teachers cannot guarantee absolute confidentiality if information disclosed suggests a pupil is at risk of harm.

Where safeguarding concerns arise, staff will follow the school's Child Protection and Safeguarding Policy and inform the Designated Safeguarding Lead without delay.

Children are reminded that keeping themselves or others safe is always more important than keeping secrets.

---

20. Policy Review

This policy will be reviewed annually or sooner if:

- **statutory guidance changes**
- **safeguarding requirements change**
- **curriculum updates occur**
- **governors request amendments**

The review process will include:

- **staff consultation**
- **governor approval**
- **parent feedback where appropriate**
- **curriculum evaluation**
- **safeguarding review**

Our Long Term Plan

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

PSHE Long Term Plan
Years 1 - 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Think Equal lesson sequence and LTP available on website/shared drive					
Reception	Think Equal lesson sequence and LTP available on website/shared drive					
Y1	Being Me In My World • Understanding rights and responsibilities • Recognising choices have consequences • Knowing your our are valued • Understanding our responsibilities as a student	Celebrating Difference • Accepting difference • Inclusion • Knowing how to help if someone is being bullied • Problem solving in school • Using kind words and being respectful	Dreams and Goals • Showing resilience when things get difficult • Setting goals • Working in collaboration • Achieving together • Having a positive attitude	Healthy Me • Being healthy • Making healthy choices • The importance of being physically active • Healthy friendships • Medicine safety	Relationships • Family relationships • Making friends and belonging • Problem solving • Finding help within the school community • Appropriate physical contact	Changing Me • Understanding the lifecycle of animals and humans • Expressing feelings around change • Understanding how their body has changed since being a baby • Identifying body parts that make boys different to girls • Understanding some body parts are private • Knowing who to talk to if worried about change • Coping strategies for change

PSHE Long Term Plan

Y2	Being Me In My World • Social and emotional development • Recognising worries • Rewards and consequences • Consideration of others' feelings • Working collaboratively	Celebrating Difference • Similarities and differences between genders • Stereotyping • Inclusion • Addressing bullying • Diversity • Giving compliments	Dreams and Goals • Setting goals to success and being resilient • Perseverance • Working alongside a partner • Being positive • Helping others achieve their goals	Healthy Me • Maintaining a healthy mind and body • Maintaining a balanced lifestyle • The importance of being physically active • Staying safe • Maintaining healthy relationships • Keeping calm and dealing with difficult situations	Relationships • Solving friendship problems when they occur • Making and maintaining friendships • Understanding appropriate physical contact • Belonging to a group and helping others feel welcome • Treating others with respect	Changing Me • Explaining the natural process of our bodies changing • Understanding some changes are out of our control • identifying and respecting other people • Assertiveness and boundaries • Looking ahead to change
Y3	Being Me In My World • Helping others to feel welcome • Making the school community a better place • Rights and responsibilities • Understanding why rules are needed • Respecting other people's right to learn • Working collaboratively	Celebrating Difference • Differing families • Helping others that are being bullied • Understanding conflict • Helping and addressing bullying • Appropriate language • Giving and receiving compliments	Dreams and Goals • Identifying dreams and future ambitions • Looking at challenges ahead • Overcoming obstacles • Celebrating and evaluating learning • Being positive	Healthy Me • Making healthy choices • Having a balanced diet • Staying fit and healthy • Balanced diets • The importance of staying physically active • Keeping yourself safe • Healthy friendships • Keeping calm in difficult scenarios	Relationships • Family roles and responsibilities • Conflict and solutions • Friendship • Belonging to a group • Staying safe online • Being a global citizen • Equality • Justice • Celebrating good relationships	Changing Me • Social and emotional development • Understanding how babies grow and develop • Puberty • Understand and respect changes • Knowing who to ask for help • Changes ahead • Recognising feelings
Y4	Being Me In My World • Helping others to feel welcome • Making our school community a better place	Celebrating Difference • Accepting differences • Inclusion • Understanding bullying	Dreams and Goals • Staying motivated • Resilience • Working collaboratively	Healthy Me • Making healthy choices • Recognising how friendship groups are formed	Relationships • Knowing how to make friends • Understanding jealousy and	Changing Me • Understanding we are all unique • Accurately identifying internal

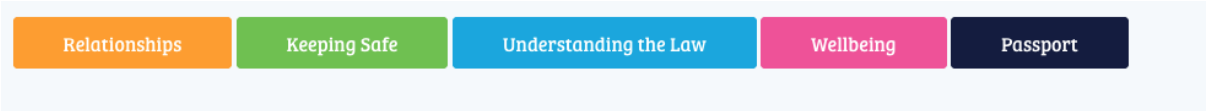
PSHE Long Term Plan

	• Contributions to the wider school community • Thinking about others right to learn • Working collaboratively	• Problem solving • Using kind words and giving compliments	• Setting a plan and creating new dreams • Achieving goals • Steps to success • Contributing to group achievements	• Group dynamics • Being physically active • Staying safe • Celebrating inner strength • Identifying feelings • Keeping calm under pressure	considering strategies • Solving friendship problems • Helping others feel part of a group • Friendship breakdowns • Understanding different types of relationships	and external body parts • Expressing feelings around change • Personal choice • Understanding the changes they see in themselves • Puberty and menstruation • Knowing who to talk to if they were concerned about change
Y5	Being Me In My World • Becoming a class team • Being a school citizen • Rights and responsibilities • Democracy • Rewards and consequences • Working collaboratively with others	Celebrating Difference • Accepting differences • Inclusion • Understanding bullying • Problem solving • Using kind language • Giving and receiving compliments	Dreams and Goals • Staying motivated • Perseverance • Overcoming disappointment • Working well with a partner • Creating new dreams • Achieving goals	Healthy Me • Maintaining healthy friendships • Understanding group dynamics • The importance of being physically active • Understanding the dangers associated with smoking and alcohol • Keeping safe • Recognising coercive situations and resisting pressure	Relationships • Recognising situations that cause jealousy • Solving problems with friendships • Love and loss • Helping others to feel part of a group • Respecting others • Knowing how to help yourself when you feel upset or hurt • Know what makes a good relationship	Changing Me Parents are informed that they have the right to withdraw from the conception lessons through a written template shared prior to lessons. Any conversations with parents to be recorded. • Understanding we are all unique and have my own personal characteristics • Expressing how I feel when change happens • Naming body parts accurately • Understanding and respecting change that happens • Identify changes and know how to express my concerns

PSHE Long Term Plan

Y6 Pol-Ed	Keeping Safe • Issues with addiction • Recognising dangerous situations • Data sharing • Media and age restrictions • Bonfire night • Halloween safety	Relationships • Secondary relationships • Working together to tackle racism • Challenging sexism • Respecting different relationships • Understanding what a debate is • Relationships with authority	Understanding the Law • Stopping theft • Anti-social behaviours • Types of crime • Legal drugs and the law • Marriage and the law • Understanding what a weapon is	Wellbeing • Moving to high school • Reframing your thinking • Supporting your mental health • Thinking about adulthood • Understanding grief	Passport • Empathy • Fact finding • Future planning • Making informed decisions	Passport • Resilience • Respect • Self-worth • Understanding risk Changing Me Parents are informed that they have the right to withdraw from the conception lessons through a written template shared prior to lessons. Any conversations with parents to be recorded. • Understanding we are all unique and have my own personal characteristics • Expressing how I feel when change happens • Naming body parts accurately • Understanding and respecting change that happens • Identify changes and know how to express my concerns

Pol-Ed



Lesson sequence available via Pol-Ed website - https://www.pol-ed.co.uk/lessons/year-groups/year-6

At Lark Hill we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Appendix 1 – Curriculum Overview

Autumn	Spring	Summer
Being Me in My World	Dreams and Goals	Relationships
Celebrating Difference	Healthy Me	Changing Me

Appendix 2 – Statutory Relationships Education Coverage

The curriculum covers:

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

Appendix 3 – Statutory Health Education Coverage

The curriculum covers:

- **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**

Appendix 4 – Emerging Themes Embedded Across the Curriculum

The curriculum also includes age-appropriate teaching on:

- **Artificial Intelligence (AI)**
- **Deepfakes and manipulated media**
- **Misinformation and fake news**
- **Online influencers and advertising**
- **Digital footprints**
- **Healthy masculinity and challenging harmful stereotypes**
- **Consent and personal boundaries**
- **Exploitation and coercive behaviour**
- **Community, road, rail and water safety**
- **Financial education and enterprise**
- **Emotional resilience and wellbeing**

Appendix 5 – Linked Policies

This policy should be read alongside:

- **Child Protection and Safeguarding Policy**
- **Behaviour Policy**
- **Online Safety Policy**
- **Anti-Bullying Policy**
- **Equality Policy**
- **SEND Policy**
- **Computing Policy**
- **Attendance Policy**
- **Mental Health and Wellbeing Policy**
- **Staff Code of Conduct**

Final Review

Lark Hill Primary School
PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education - statutory from September 2020, and our position on Sex Education)

This policy has been written to reflect current statutory requirements for Relationships and Health Education, alongside current safeguarding expectations and recognised best practice. It should be reviewed annually to ensure it continues to meet Department for Education guidance, *Keeping Children Safe in Education*, and the evolving needs of pupils at Lark Hill Community Primary School.