



# PSHCE POLICY

FULBOURN PRIMARY SCHOOL

Personal, Social, Health and Citizenship Education including Relationships and Sex Education Policy

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## CONTEXT

At Fulbourn Primary School, we believe that PSHCE enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others healthy and safer both on and offline. PSHCE makes a major contribution towards fulfilling our school's vision through developing:

1. Courage in confronting and overcoming difficulties we face in our learning and everyday lives.
2. Curiosity in questioning what we see in the world and challenging others and ourselves.
3. Compassion in understanding, tolerating and embracing other people's different personalities, cultural and religious backgrounds and points of view.
4. Creativity in solving problems we might encounter in our lives, both large and small.

### Complying with statutory duties and guidance

This policy is consistent with current legislative frameworks and non-statutory guidance. Our approach to the teaching of PSHCE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OfSTED](#) in relation to 'Behaviour and Attitudes' and 'Personal Development'.

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties.

### Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement in the Children and Social Work Act 2017 that from September 2020, Relationships Education is compulsory in all primary schools in England and Health Education is compulsory in all state-funded schools. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

- Relationships Education is a subject which must be taught in Primary schools from September 2020. It includes teaching on:

- Families
- Friendships
- Respectful relationships
- Online relationships
- Being safe
- Health Education must be taught at both primary and secondary levels from September 2020. It includes teaching on:
  - 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

## Sex Education

**Sex Education is defined as ‘how a human baby is conceived and born’.** This extends the learning in the National Curriculum for science, which is statutory and covers (at Year 5) sexual reproduction in ‘some plants and animals’ and the changes that occur with puberty.

The DFE recommends that all primary schools have a Sex Education programme, though this is not statutory. See [below](#) for curriculum content and teaching methodologies.

## Right to be excused from Sex Education

- Parents/carers have the right to request that their child be excused from some or all of the Sex Education programme.
- Before granting any such request, the head teacher will discuss the request with parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed.
- We will consider compromise arrangements to enable the child to participate in Sex Education eg same sex small group teaching.
- The discussion and outcomes will be recorded.
- If a pupil is excused from Sex Education, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.
- The parents/carers will be asked to reconfirm their decision to withdraw their child from Sex Education each time a programme of study is planned to take place.

## Aims of PSHCE

Our aims for PSHCE are:

- To enhance skills for communication, empathy and healthy relationships which underpin success in learning and relationships

- To support the development of self-esteem and resilience and know how and when to ask for help
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and healthy lifestyles
- To support pupils to make informed choices and decisions now and in the future
- To offer opportunities to explore, clarify and challenge their own and others' values and beliefs
- To provide pupils with a toolkit for understanding and managing their emotions
- To develop positive, personal values and a moral framework that will guide their decisions and behaviour
- To prepare pupils to become positive and active citizens
- To enable children to respect themselves and others, their views, backgrounds, cultures and experiences
- To enable children to develop respectful, caring relationships based on mutuality, reciprocity and trust and recognise and avoid coercive and exploitative relationships
- To develop pupils' ability to keep themselves and others safe, physically and emotionally, both on and offline
- To develop children's understanding of a variety of families and how families are central to the wellbeing of children
- To encourage children to value, care for and respect their bodies, including preparing them for the changes that come with puberty

## IMPLEMENTING POLICY

### School Aims and Values

This PSHCE policy is set within the wider context of the school's aims and values, which include the following:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships.
- We prepare our pupils to engage confidently with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safer choices.
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

## Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, belief, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. We recognise that children with SEND are often more vulnerable to sexual harassment and abuse and that. When working with children with additional needs we consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils

In relation to ethnicity, religion/belief and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We seek to promote respect and empathy and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all. We will therefore seek to:

- Present a range of lifestyles and family structures so that all children see reflections of themselves and their families
- Ensure that the law in relation to any aspect of the curriculum is explained in age-appropriate terms eg legal requirements for marriage, purchase and use of alcohol and tobacco
- Ensure that children see their family views represented in any discussion about cultural or religious views of families or relationships
- We will teach in mixed gender groups wherever possible to ensure that all can learn and understand the experiences of others
- We will encourage respect and discourage abusive and exploitative relationships
- We will not ask children to represent the views of a particular religious or cultural group to their peers unless they choose to do so

## Confidentiality and Safeguarding

The delivery of high-quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight issues which may cause them to seek help from trusted adults in school or it may alert children to what might be inappropriate behaviour. There is an increased possibility that a disclosure relating to abuse may be made.

- Staff will build safe learning environments through the creation of ground rules specific to PSHCE. Staff will use distancing techniques such as puppets and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.
- Adults will ensure that children understand what they may and may not keep confidential.
- If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.
- All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) immediately.

## Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers after provision of information about the statutory elements of the Relationships and Health Education curriculum. It has included gathering views on needs and priorities for the school community and all views have been considered. The school, having taken these views into consideration, has made the final decision on policy and delivery.

## Consulting on our policy

We have consulted our school community by:

- Providing parents/carers with information about the new statutory status of Relationships Education and Health Education and outlines of the curriculum for each subject.
- Providing parents/carers with information about the status of Sex Education, our intention to teach it and our planned programme of study.
- Through questionnaires and drop-in sessions, parents have been asked for their views about appropriate ages for particular topics, any concerns about the objectives and/or resources in the lesson plans, teaching methods and personnel. However, since the content of the curriculum is statutory, parents will not be consulted on content.
- Pupils have been consulted through questionnaires and discussion in lessons about attitudes towards PSHCE and how they might prefer lessons to be structured.
- A selection of children across the school have discussed the PSHCE curriculum with peers and a staff member and their views have been noted.
- Staff have been consulted through staff meetings and questionnaires about attitudes to teaching PSHCE, confidence in teaching certain topics and subject knowledge.
- Further consultation with parents will be carried out when the policy is reviewed, at least every 3 years.

# INVOLVING THE WHOLE SCHOOL COMMUNITY

## Working with Staff

- Support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff.
- Staff members are informed about the location and content of policies that apply throughout the school.
- All teachers must understand and comply with their duties connected with safeguarding, equality and inclusion and have a duty to deliver statutory areas of the curriculum no matter what their personal beliefs or attitudes may be.
- All teachers will be supported to develop their skills in delivering both statutory areas of the curriculum and non-statutory areas such as sex education. Where appropriate, training will be offered to staff who may need it in order to feel confident to deliver various aspects of the curriculum.
- The coordinator will be on hand to support other members of staff, which may involve arranging further training or seeking further advice from the PSHCE service.

## Engaging with Pupils

- We will involve pupils in the evaluation and development of their PSHCE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHCE lessons within our planned themes.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.
- We will utilise pupil voice and whole school assemblies to engage with children on key areas of whole school development.
- We will engage the children in assessment activities to establish their further learning needs.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes, using talk books and bubble time.
- We will consult pupils about their perceptions of the strengths of our PSHCE provision and the areas to be further developed.

## Working with Governors

This policy has been developed with governor involvement.

- It is the responsibility of the governors to ensure, through consultation, that this policy reflects the needs and views of our community.
- The policy will be posted on the school's website so it is available to parents.

- It is the role of governors to ensure that:
  - i) Pupils make progress in PSHCE in line with the expected educational outcomes
  - ii) The subject is well-led, effectively managed and well-planned
  - iii) Teaching is delivered in a way that is accessible to all
  - iv) Clear information is given to parents/carers
  - v) The subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

## Communicating with Parents/Carers

Schools must consult parents in developing and reviewing their policy on Relationships and Sex Education.

Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. We recognise that many children like to receive information about relationships and emotions from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by:

- informing parents/carers by letter/ by email/on the website of forthcoming PSHCE topics and their content
- informing parents/carers about aspects of the PSHCE curriculum through leaflets/newsletter e.g. road safety tips, information about anti-bullying, healthy eating tips
- providing supportive information or directing parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about various topics with their children.
- Parents and carers will be given access to this policy on request. It is also available on the school website and on request, from the school office.

## Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

When working with visitors:

- The care and management of the pupils is the responsibility of the school at all times
- In class teaching, all visitors will be supported by a member of staff
- The school will establish whether a visitor is DBS checked and make arrangements to accompany them accordingly.
- All lessons will be planned with the PSHCE coordinator or class teacher, taking account of the ages and needs of the group.
- Any resources that a visitor wishes to use will be discussed and agreed with the PSHCE coordinator or class teacher beforehand.



## CURRICULUM ORGANISATION

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- ‘Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.’
- ‘Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.’

Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE
- subjects across the curriculum, e.g. science, literacy, RE, computing
- enrichment weeks/days, e.g. Anti-bullying week, Citizenship Day, Life Education Centre visits
- visitors, e.g. dental nurse
- residential and day visits, e.g. trip to Grafham Water, visit to recycling centre
- assemblies on our school’s core values
- small group interventions, e.g. social skills groups.

We recognise that PSHCE is best taught by adults who know our children well. PSHCE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

Our PSHCE and Citizenship programme follows the Cambridgeshire PSHCE service’s Personal Development Plan. All lessons will take account of the age and needs of each group. [See Appendix](#)

Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationship Education and Health Education. There are other areas, which we consider important for our children e.g. Road Safety and Financial Education, which are not statutory, but may be taught in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

The themes of the programme are as follows:



## Teaching Methodologies

A wide range of methodologies are used in teaching the PSHCE curriculum. The focus is on interactive learning, practising skills such as discussion, compromise and negotiation and modelling behaviours such as respect and empathy. Approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

- **Ground Rules:** PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established on starting work, for cover for example, appropriate use of language, asking and answering of personal questions. This ensures that every child feels safe and is able to learn in a supportive and caring environment.
- **Answering Questions:** We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.
- When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL) or a DDSL, in line with school policy and procedures.
- **Relationships and Sex Education (RSE):** This topic combines aspects of relationships education (eg learning about families, personal safety and emotional wellbeing), with aspects of Health Education (eg learning about the spread of illnesses and the changing adolescent body). Some parts of this topic are statutory and some

non-statutory. We will ensure that children receive teaching about puberty at Year 5 and Year 6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will be flexible in our teaching approaches where needed, for example, we may offer single-sex groups/small group teaching/team teaching if this enables us to meet the needs of children more effectively. We may also review the age at which the teaching of puberty is introduced depending upon the needs of the cohort.

- **Sex Education:** The content of our sex education programme is designed to carefully address the needs of the pupils in an age-appropriate manner. The children will not learn about sexual reproduction until Year 5/6.

**Y1/2** will learn that human babies grow inside their mothers alongside learning in science that adult animals produce offspring

**Y3/4** will learn that every human being begins when a seed from a male and an egg from a female join together. They will not learn about the means by which egg and sperm join.

**Y5/6** will learn about human sexual reproduction and other ways that egg and sperm are joined eg IVF in age-appropriate detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, ensuring that the lessons reflect the experiences of children and families that they know.

## Curriculum Materials and Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE.

We will carefully select resources that meet the learning objectives.

We will use children's books, both fiction and non-fiction, extensively within our PSHCE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading text and will be equally rigorous when selecting websites, video clips or worksheets to use in the classroom.

All resources will:

- be appropriate for the needs of the group
- be up-to-date in factual content
- be produced by a reputable organisation
- not show unfair bias towards a particular point of view
- avoid racial, gender, sexual, cultural or religious stereotyping.

## Assessment, Recording, Reporting

We assess children's learning in PSHCE in line with approaches used in foundation subjects. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth.

Each unit of work includes a sheet for monitoring coverage of the content. Teachers may choose to use these sheets if they find them to be useful tools for assessment.

The PSHCE coordinator will review the practice and standards of teaching of their subject through discussion with children and staff, book scrutiny and lesson observations on a termly basis.

## MONITORING, REVIEW AND EVALUATION

This policy has been drawn up in consultation with staff, parents/carers, children and governors.

The PSHCE leader and Head Teacher are responsible for overseeing and reviewing this policy.

The Policy will be reviewed annually or sooner if there are significant changes or circumstances necessitate a review.

The next review will take place by November 2025.

### Location and Dissemination

This policy document is freely available on request to the entire school community.

A copy of the policy can be found on the school website and in the staff share drive.

## APPENDICES

### Appendix 1: Our School Long Term Plan for PSHCE (currently under review)

Year A	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
R	Beginning and Belonging  MMR <sub>1</sub> BBF/ wellbeing activities	Family and Friends  MMR <sub>2</sub> FFF	Family and Friends  continued	Me and My world  Cit <sub>2</sub> MWF	My Body and Growing Up  HSL <sub>1</sub> BGF	Keeping Safe  HSL <sub>2</sub> KSF	Healthy Lifestyles  HSL <sub>3</sub> HLF
Y1 and Y2	Beginning and Belonging  MMR <sub>4</sub> BB <sub>12</sub>	Wellbeing/Drugs  HSL <sub>8</sub> DE <sub>12</sub>	Anti-Bullying week  MMR <sub>7</sub> AB <sub>12</sub> , MMR <sub>12</sub> AB <sub>34</sub>	My Emotions  MMR <sub>5</sub>  ME <sub>12</sub> MMR <sub>10</sub>	Sex and Relationship Education  HSL <sub>6</sub> SR <sub>1</sub>	Personal Safety  HSL <sub>9</sub> P <sub>12</sub>	Managing Change  MMR <sub>8</sub> MC <sub>12</sub>
Y3/4	Beginning and Belonging  MMR <sub>9</sub> BB <sub>34</sub>	Wellbeing/Drugs  HSL <sub>15</sub> DE <sub>34</sub>	MMR <sub>17</sub> AB <sub>56</sub>	My Emotions  ME <sub>34</sub> MMR <sub>15</sub>	Sex and Relationship Education  HSL <sub>13</sub> SR <sub>3</sub>	Personal Safety  HSL <sub>16</sub> PS <sub>34</sub>	Managing Change  MMR <sub>13</sub> MC <sub>34</sub>
Y5/6	Beginning and Belonging MMR <sub>14</sub> BB <sub>56</sub>	Wellbeing/Drugs  HSL <sub>22</sub> DE <sub>56</sub>		My Emotions  ME <sub>56</sub>	Sex and Relationship Education  HSL <sub>20</sub> SR <sub>5</sub>	Personal Safety  HSL <sub>23</sub> PS <sub>56</sub>	Managing Change  MMR <sub>18</sub> MC <sub>56</sub>

Year B	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
R	Beginning and Belonging	Family and Friends	Family and Friends continued	My Emotions/ Identity and Diversity	My Body and Growing Up	Keeping Safe	Healthy Lifestyles
Y1 and Y2	Working Together WT12	Family and Friends FF12	Anti-Bullying week	Healthy Lifestyles HL12	RSE 1 (body parts) or 2 (changing and growing)	Managing Safety and Risk MSR12	Diversity and Community DC12
Y3/4	Working together	Family and Friends	AB12 AB34 AB56	Healthy Lifestyles	RSE 3 (body parts) or 4 (life cycles)	Managing Safety and Risk	Diversity and Community
Y5/6	Working Together	Family and Friends		Healthy Lifestyles	RSE 5 (body parts and puberty) or RSE 6 (conception, birth/different families)	Managing Safety and Risk	Diversity and Community

## Appendix 2: Curriculum Frameworks by key stage

These can be found [here](#) on the school website.