

# Pipworth Community Primary School



## PSHE, RHSE and British Values Policy

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Reviewed by:	S Hussain
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## **Pipworth Community Primary School**



Article 12: I have a right to be listened to and taken seriously.

Article 13: I have a right to find out and share information with others.

Article 14: I have a right to have my own thoughts, belief and to choose my religion.

Article 16: I have a right to keep some things private.

Article 24: I have a right to good quality health care, clean water and food.

## **PSHE, RHSE & British Values Policy**

### **Intent**

This document is a statement of the principles, aims, strategies and practices for the teaching and learning of British Values, Citizenship, Personal, Social and Health Education and Sex & Relationships Education at Pipworth Primary School.

At Pipworth Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society both out in the community and online. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Whatever is taught in the real world is also reflected in teaching about the online world that is increasingly relevant to young people and the increased use in social media. For example, if friendship is taught as a theme in the real world, explicit links are made to friendships online.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up, including how to safely navigate themselves in an increasingly online world. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### **Implementation**

Our PSHE curriculum covers all areas of the subject. PSHE is an integral part of the topic work covered during the year and forms a large part of our online safety curriculum.

There are many other opportunities where children are involved in PSHE outside of the classroom, including assemblies where a range of themes are covered. Some of these include cross curriculum teaching (e.g. RE and Geography), the school council (there are 2 representatives from each class from FS2 to Y6), joint activities between year groups such as our 'Reading Buddies', regular performances for parents as well as playground buddies.

Lesson coverage is reflected through class discussion as well as pupil workbooks.

### **Impact:**

The impact of our PSHE curriculum is monitored across the school in a variety of different environments across structured and unstructured times, including online learning. The behaviours and attitudes of all pupils is also monitored, reflected upon and celebrated during weekly assemblies.

Teachers assess weekly by carrying out holistic assessments at the end of every discrete teaching session. As a result of these assessment, pupils' misconceptions or gaps in subject knowledge, skills, behaviours and attitudes are addressed and additional teaching and support is provided. At Pipworth, we offer a variety of additional opportunities for children to develop PSHE such as whole school these days, British Values, careers weeks and we support pupils who are struggling with the Social and Emotional areas of learning through our nurture provision. We have three Learning mentors, a HLTA who runs our nurture unit and a dedicated Safeguarding officer and wellbeing coordinator.

Our Subject Leader will also monitor the effectiveness of the PSHE curriculum through carrying out regular subject 'dip-ins'. These evaluations are quality assured by the Senior Leadership and Governors.

The effectiveness of PSHE is also monitored through pupil voice throughout the course of the year.

### **Aim of PSHE, RSHE and British Values is to provide children with:**

- Accurate and relevant knowledge
- Opportunities to turn knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further develop tolerance and harmony between our country's different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- Enable pupils to be safe online

## **PSHE fall into three core themes:**

### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

### **Sex and Relationships**

Is an integral part of the PSHE and Science curriculum & is delivered as part of that Curriculum.

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
  - Know how to recognise and manage emotions within a range of relationships.
  - Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
  - Know how to respect equality and diversity in relationships.
    - Knows how to have safe relationships online

At Pipworth, we believe that Effective Sex & Relationships Education should be:

- Provided early: before puberty, before feelings of sexual attraction and before young people develop sexual relationships.
- Be taught together within class groups, although children may be separated as and when appropriate.
- Be the entitlement of each child in school.
- Be covered with great sensitivity & provides opportunity for children to reflect, ask questions and to discuss their views on this vital aspect of life & learning.
- Offer a positive and open view of sex and sexuality and supports sexual self-acceptance.

### **Living in the Wider World, including the online world**

- Know the importance of responsible behaviours and actions
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
  - Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise

School has identified key intentions that drive our PSHE curriculum. At Pipworth Primary School our PSHE curriculum intentions are:

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p><b>Intention 1:</b></p> <p><b>To build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a Global citizen now and in their future roles within a global community and online. Children will know more, remember more and understand more.</b></p> <p>To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the NC whereby schools must provide a 'balanced and broadly-</p>	<p><b>Clear and comprehensive scheme of work in line with the National Curriculum.</b></p> <p>The PSHE curriculum has three core learning themes: health and wellbeing, Relationships and living in the wider world. It also incorporates the RSE policy and identifies links to British Values, Cultural Capital, SMSC and schools Key skills into the curriculum</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li><i>To use the PSHE association scheme (See curriculum folder programmes of study) document to plan and highlight which objectives have met. To keep evidence of any PSHE in a year group book. This can include photographs, Pupil work samples, post it, notes and displays.</i></li> <li><i>Plan themed weeks across whole school (Health week enterprise, Science Week)</i></li> <li><i>Curriculum leader to map out progression matching the PSHE statements.</i></li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><i>How well children can children use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and</i></li> </ul>	<p>Children will know more and remember more about PSHE.</p> <p>Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.</p> <p>Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.</p> <p>The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.</p> <p>Subject leader to take mini dives every half term on PSHE</p>

<p>based curriculum which Promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p>	<p><i>promoting positive relationships.</i></p> <ul style="list-style-type: none"> <li>• <i>Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of PSHE education.</i></li> <li>• <i>Staff to assess pupils understand of PSHE and BV through cross curricular subjects.</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Knowledge Organisers</b> <i>Children have access to key knowledge, language and meanings to understand PSHE and to use across the curriculum.</i></li> <li>• <b>PSHE Focused Working Walls</b> <i>PSHE Working Walls throughout school (School hall) focus on key aspects of PSHE and BV and exemplify the terminology used throughout the teaching of PSHE, BV and SMSC, which enables pupils to make links across the wider curriculum.</i></li> <li>• <b>Wider Curriculum</b> <i>All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff. Assemblies and themed weeks to keep a record for PSHE and BV (NSPCC, Health Week, Enterprise)</i></li> <li>• <b>Displays across school</b> <i>PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.</i></li> <li>• <b>Assemblies</b> <i>Whole school, Key Stage and class assemblies always make a link to</i></li> </ul>	<p>and BV.</p> <p>Pupil discussions Work Examples Planning Staff discussions Displays</p>
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	<i>PSHE, British Values and SMSC.</i>	
<p><b>Intention 2:</b></p> <p><b>To build a PSHE curriculum that incorporates the understanding of RSE so that children know more, remember more and understand more. As a result children will know how to be safe and to understand and develop healthy relationships both now and in their future lives and online.</b></p> <p>To design, and resource, an RSE programme of work within the PSHE curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.</p>	<p><b>Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum (Feb 2019)</b></p> <p><i>The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more.</i></p> <p>☐ <b>RSE programme of work is explicitly resourced.</b></p> <p><i>Children will become more aware of RSE and know the purpose of it.</i></p> <p>☐ <b>Parent Consultation</b></p> <p><i>Parents are informed of the content of the RSE programme of work during the class transition meetings, planned information sessions, and further support / clarification will be given if required.</i></p>	<p>Children will develop positive and healthy relationship with their peers both now and in the future.</p> <p>Children will understand the physical aspects involved in RSE at an age appropriate level.</p> <p>Children will have respect for themselves and others.</p> <p>Children will have positive body image.</p>

## **Sex , Relationships and Health Education Objectives**

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. At Pipworth Primary School, we believe that SRE should not be delivered in isolation. It should be firmly rooted

within the citizenship national curriculum and our PSHE framework which lie at the heart of our policy to raise standards and expectations for all pupils.

We aim to help pupils develop the skills and understanding they need to live confident, healthy and independent lives both off and online. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood by preparing pupils for the opportunities, responsibilities and experiences of adult life.

### **What is Sex and relationships Education?**

It is lifelong learning about physical, moral and emotional development. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

- Attitudes and values – learning the importance of values and individual conscience and moral – considerations; – learning the value of family life, marriage, and stable and loving relationships for – the nurture of children – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.
- Personal and social skills – learning to manage emotions and relationships confidently and sensitively; – developing self-respect and empathy for others; – learning to make choices based on an understanding of difference and with an – absence of prejudice; – developing an appreciation of the consequences of choices made; – managing conflict; and – learning how to recognise and avoid exploitation and abuse.
- Knowledge and understanding – learning and understanding physical development at appropriate stages; – understanding human sexuality, reproduction, emotions and relationships;

### **Planning & Resources**

Any materials and resources we use in school as part of our SRHE are in accordance with the PSHE framework and the law. We are committed to ensuring that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. We also ensure that children are protected from accessing unsuitable materials on the Internet and have strict filtering systems in place. Children also learn about e-safety as part of their computing curriculum and this helps to further ensure they remain safe online both in and outside school.

The Pipworth Primary School sex and relationship and health education programme is tailored to the age and the physical and emotional maturity of the children. In EYFS and KS1, SRE lessons focus on relationships teach about friendship, anti-bullying and the building of self-esteem. In KS2, it ensures that both boys and girls know about puberty and how a baby is born – as set out in the Key Stages 2 Science Curriculum. We aim to ensure that all children, including those who develop

earlier than the average, learn about puberty before they experience the onset of physical changes.

Year 6 is an important transition year before moving to secondary school where pupils' on-going emotional and physical development needs to be effectively supported. We provide details to parents of Y6 pupils the content of what will be taught in SRE lessons, offering parents support in talking to their children about sex and relationship education and how to link this with what is being taught in school. By the end of y6, pupils will learn; – about changes in the body related to puberty, such as periods and voice breaking; – when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and – how a baby is conceived and born.

### **Parent Rights and Responsibilities**

- Parents are the key people in teaching their children about sex, relationships and growing up.
- Many parents find it difficult to talk to their children about sex and relationships.
- Some parents need support in their role as sex educators and we can offer advice or point them in the right direction for further support.
- We work in partnership with parents, consulting them regularly on the content of sex and relationship education programmes and providing details of the content.
- Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory curriculum.

### **Assessment**

Assessment is part of every lesson in the form of assessment for learning, whereby teachers pose a variety of questions to encourage pupil's discussion and understanding around a key question or theme. Previous learning is revisited throughout the year in the form of discussions or whole school events and initiatives. Knowledge and understanding in the subject can also be assessed through pupil work in books.

### **SEN**

Through the PSHE curriculum we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Scaffolding
- Explicit Instruction
- Technology

- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Quality Interventions
- Rosenshine’s Principles of Instruction

## **EYFS**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The curriculum provides many opportunities for children to develop their communication and language, Personal, Social and emotional development and Understanding the world. The curriculum is designed to build on pupils PSHE skills and knowledge through daily teaching and structure of activities. Staff regularly load updates on Class Dojo for parents to see pupil achievement and personal development as well as keeping whole class floor books. Throughout the year a chronology of evidence is gathered to address learning in PSHE and progression in skills.

## **Monitoring**

Monitoring the standards of children’s work, planning and quality of teaching in PHSE is the responsibility of the subject leader. Subject dip-ins are carried out every half term as well as drop-in lesson observations that are undertaken by the PSHE coordinator where appropriate in the school year. A RAG document will be maintained and reviewed every 3 years.

## **Remote Home Learning**

In the event of a school closure or ‘bubble’ having to self-isolate, work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on their work. Where specific resources may be needed these lessons will be taught when the children return to school.

## **The role of the Subject Leader:**

There is a designated PSHE Co-ordinator to oversee the planning and delivery of PSHE/RSHE within the school.

### **The coordinator will be responsible for**

- Raising standards in PSHE as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject

- Facilitating the use of PSHE across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the PSHE curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Updating the policy annually

**Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:**

- Mentoring subject leaders new to role
- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leaders e.g. National College, NPQ

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