



PSHE including RSE Policy 2025-26

All our policies are written to reflect, support and develop our ethos statement

“A community that cares about excellence, wonder and learning for life”

We provide a safe and exciting space where:

There is community

- 🌱 There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
- 🌱 There is a sense of belonging

There is care

- 🌱 Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other
- 🌱 We understand our actions and nurture respect for each other and the environment

There is excellence

- 🌱 There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning
- 🌱 There is enrichment and high expectations beyond the curriculum

There is wonder

- 🌱 Every experience is more memorable than the last
- 🌱 Learning powers are nurtured and grow and grow
- 🌱 The implementation of the curriculum is rich, vibrant and creative

There is learning for life

- 🌱 There is an unstinting dedication to diversity and equality
- 🌱 There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
- 🌱 Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

Aims of the PSHE policy

At Honeywell Infant School, it is our intention to deliver a PSHE curriculum that is engaging, mindful and inclusive, allowing our pupils to thrive not only academically, but also emotionally and socially. Our approach to PSHE provides all children with the skills, knowledge and understanding they need in order to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally, socially and physically and how to navigate the opportunities and challenges of the modern world.

We aim to:

- Deliver a broad and balanced curriculum, which tackles many of the spiritual, moral, social and cultural issues that are part of growing up.
- Provide our children with opportunities for them to learn about their rights and responsibilities.
- Encourage children to appreciate what it means to be a member of a diverse society.
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Put in place the building blocks needed for positive and safe relationships.
- Promote positive learning behaviours that can be used in all aspects of their school experience.
- Create a warm and safe environment for children to express themselves freely and confidentially.
- Implement necessary strategies to support emotional literacy across the school.
- Support children to make healthy choices regarding their lifestyle.

Our whole-school PSHE curriculum allows all pupils from nursery to Year 2 to cover the same themes throughout each academic year. This spiral and progressive curriculum encourages deeper thought and discussion as the children move-up the school towards a clearly defined end point. At Honeywell, we believe this approach to PSHE ensures our children are provided with the necessary tools to integrate themselves safely and confidently into the wider world.

Whole-school approach

As an Infant School, we cover all areas of PSHE for the primary phase including statutory Relationships and Health Education, which are appropriate for Early Years and Key Stage 1.

We teach PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

- School adapted assemblies delivered by the school staff and external visitors.
- The school behaviour policy.
- Visitors and workshops.
- Relationships across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community. At Honeywell, PSHE is not only a curriculum area, but a culture we live. Our values of **kindness**, **curiosity** and **respect** are woven through daily routines, relationships and interactions, so children experience PSHE throughout the school day, not only in timetabled lessons.

How is PSHE organised in school?

At Honeywell Infant School we offer a comprehensive, progressive curriculum, giving our children the relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others.

There is clear progression from EYFS to Year Two and the core themes are revisited over both key stages.

Core Themes:

- Families
- Relationships
- Health and Well-being
- Safety
- Citizenship
- Economic Well-Being

Each term's learning is enriched by accompanied assemblies delivered by the senior leadership team where children are provided with opportunities to develop their cultural capital by exploring a range of themes linked with the whole-school termly objectives. Teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation. The Early Years planning is aligned to the new National Early Years Framework (England).

Our PSHE curriculum is designed to be accessible for all pupils. For SEND learners we provide:

- consistent visual frameworks
- explicit vocabulary instruction
- social stories
- pre-teaching when appropriate
- small-group reinforcement with the pastoral lead

We check that resources reflect diverse families, identities, abilities and cultures. Staff are confident to address misconceptions and avoid stereotypes. The aim is that every child sees themselves positively within the curriculum.

The role of the Head Teacher and the Governing body

The School Governors, Senior Leadership Team and Subject Leaders monitor this policy on an annual basis. The Senior Leadership Team and Subject Leaders deliver findings and recommendations to the governing body, as necessary, if the policy needs modification to fall in line with statutory requirements and DFE PSHE and RSE Guidance. The Senior Leadership Team and Subject Leaders give serious consideration to any comments from parents about the PSHE (RSE) programme. Governors monitor and evaluate teaching materials to check they are in accordance with the school's ethos.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year e.g.

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Assessment

The lessons provide teachers with opportunities to assess formatively throughout the term and summatively at the end of the year. The accumulation of these assessments provide the teachers and subject leaders with a clearer understanding of their learners and where they are in relation to the teaching standards.

Monitoring and evaluation

Whole-school, year group and individual training and CPD sessions led by the PSHE subject leaders or external experts are delivered to ensure all teaching staff are up to date with the most recent statutory updates and how best to implement this in their planning and teaching. To ensure there is consistency in approaches to PSHE across the school, regular lesson observations allow all teachers to receive whole-school, year group, and individual feedback.

Safeguarding, Confidentiality and Child Protection

Teachers need to be aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after a lesson closes. It is important to allow time and appropriate staffing for this to happen. If disclosures occur, the school's Child Protection and Safeguarding Policy is followed.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Statutory Relationships and Health Education (RSE)

RSE (Relationships and Sex Education) is the lifelong learning about relationships, emotions and looking after ourselves, different families, and embedding the necessary skills required in order to behave safely and responsibly in the modern world. At Honeywell Infant School, the intent of our RSE curriculum is to help and support our pupils through their physical, emotional and moral development. RSE plays a key role in developing the skills required in order to develop personally, socially, morally and spiritually. Our programme is delivered discretely through our weekly PSHE content and aims to provide the basic, fundamental skills in order to:

- Develop confidence in recognising and discussing their emotions and expressing them effectively and appropriately.
- Develop a sense of empathy.
- Develop awareness of the diverse range of relationships and family units, and their importance for the care and support of children.
- Develop a sense of self-worth and confidence to value themselves and others as individuals.
- Behave responsibly and develop safe relationships with others, e.g. being a good friend, respecting others.
- Recognise unsafe situations and be able to make safe and responsible decisions to keep themselves safe, and identify trusted adults who they can go to for support.
- Recognise and respect that individuals make different decisions and that we should respect these decisions.
- Develop appropriate and effective communications skills.
- Empower them with a voice and to equip them for life and learning.
- Teach children the correct terminology to describe themselves and their bodies.

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that 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.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

Equality

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics ... At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Honeywell Infant School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold different beliefs, religious or otherwise. As part of our work on Equalities, the protected characteristics are represented as part of our resources and teaching materials in PSHE and across the whole school curriculum.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: 4/12/25	Fiona Arnold	
Date of next review: 04/12/26		