

PSHE and SRE POLICY FOR ST. MARGARET'S CofE PRIMARY SCHOOL



At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

Aspiration

Wisdom

Endurance

Approved by the governing body on:	Autumn 2025
Shared with stakeholders on:	Autumn 2025
Next review:	Autumn 2026

Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy, provided by Dimensions Curriculum and adapted to the school context, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

Relationships Education (Statutory)

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary school.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Sex Education

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we will cover some additional content on sex education to meet the needs of our pupils.

We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We consult parents before their children start Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our Headteacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The Headteacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

PSHE Content and Coverage

Due to mixed age classes we teach the key stage 1 and 2 curriculums over a two-year rolling cycle. Further details of the teaching sequence can be found in appendix 1.

3D PSHE Sex Education Unit

We use the 3D Sex Education Unit. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities; an awareness of transgender issues; the difference between transgender and cross-dressing.

3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

3D PSHE Substance Related Abuse Unit

We use the 3D Substance Related Abuse Unit. This covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

Additional Resources

In addition to delivering the 3D PSHE curriculum, we also deliver the No More Outsiders in Our School materials. This teaches about diversity and tolerance and covers the following objectives through the use of age-appropriate books. The teaching plan in appendix 2.

School Information

How we monitor, evaluate and assess teaching and learning in PSHE

The class teachers are responsible for the teaching of the PSHE and RSE curriculum in school. Some aspects may be delegated to an HLTA or emotional first aider as appropriate.

PSHE and RSE are taught in the classroom in the same way as all other subjects. At St. Margaret's C of E Primary School we recognise the importance of teaching PSHE and RSE to our pupils and time is allocated each week to this. Additional time is given as and when required to address cohort specific issues arising.

We teach age-appropriate material, in line with the curriculum objectives. Where children require adapted teaching this is taught in line with one plan and EHCP requirements and in consultation with the SENCO, class teacher, inclusion partner, parents and other outside agencies as appropriate.

Bibliography

This Dimensions 3D Primary PSHE Policy is informed by the following links:-

- [Academies Act 2010](#)
- [Children and Social Work Act 2017](#)
- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

Appendices

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](#)

Appendix 1: Teaching sequence

Reception

Autumn 1	<u>Nursery</u> Lesson 3 – It's Your Turn Lesson 4 – Good Friends Lesson 5 – Make Your Choice Lesson 8 – Where I Live <u>Reception</u> Lesson 2 – Nan's House Lesson 3 – I like Lesson 8 – Me and You Lesson 14 – Family Fun
Autumn 2	Lesson 4 – 'It's Your Turn Lesson 5 – What a Problem Lesson 13 – Bully Boy Lesson 14 – The Panto Lesson 15 – One Gold Star
Spring 1	Lesson 10 – Rainy Days Lesson 11 – I feel poorly Lesson 22 – E Safety, Be Safe
Spring 2	Lesson 9 – Stick to the Rules Lesson 12 – Clean/Tidy Lesson 17 – I'm Stuck Lesson 18 – A piece of Cake
Summer 1	Lesson 1 – Hide and Seek Lesson 7 – An Old Friend Lesson 20 The New Pet Lesson 23 – Eid Mubarak! Lesson 25 – Litter Bug
Summer 2	Lesson 6 – Take the Plunge Lesson 16 – All Join In Lesson 19 – Busy Body Lesson 21 – Getting in a Knot Lesson 24 – Playground Games

Key Stage 1 and 2

Due to mixed age classes we teach the key stage 1 and 2 curriculums over a two-year rolling cycle.

Year One and Two Overview

	Year A	Year B
Autumn 1	Emotions	Roles and Responsibilities
Autumn 2	Bullying Extremism and Radicalisation	Fairness
Spring 1	Keeping Safe	Hygiene
Spring 2	Communities	Family and Friends
Summer 1	Communication	Healthy Lifestyles
Summer 2	Money and Finance	Changing and Growing

Year Three and Four Overview

	Year A	Year B
Autumn 1	Rules and Responsibilities Health	Rules and Responsibilities Emotions
Autumn 2	Healthy Lifestyles Nutrition and Food	Similarities and Differences
Spring 1	Safety	Bullying
Spring 2	First Aid	Healthy Relationships
Summer 1	Communication Growing and Changing	Economic Awareness
Summer 2	Discrimination Diversity Collaboration	Aspirations

Year Five and Six Overview

	Year A	Year B
Autumn 1	Rules and Responsibilities Communication	Rules and Responsibilities Collaboration
Autumn 2	Enterprise Economic Awareness	Health and Healthy Lifestyles
Spring 1	Diversity Emotions	Safety
Spring 2	Similarities and Differences	Extremism and Radicalisation
Summer 1	Healthy Relationships	Substance Related Abuse
Summer 2	Nutrition and Food Aspirations	Sex Education

Appendix 2

	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> • Say what I think 	<ul style="list-style-type: none"> • It's OK to like different things • Make friends with someone different 	<ul style="list-style-type: none"> • Understand that all families are different • Celebrate my family
Year 1 and 2 A	<ul style="list-style-type: none"> • Accept people are different 	<ul style="list-style-type: none"> • Understand we share the world with lots of people • Understand how we share the world 	<ul style="list-style-type: none"> • Communicate in different ways • Understand what makes someone feel proud
Year 1 and 2 B	<ul style="list-style-type: none"> • Be able to work with everyone in my class 	<ul style="list-style-type: none"> • Feel proud of being different • Understand what diversity is 	<ul style="list-style-type: none"> • Understand that our bodies work in different ways • Like the way I am
Year 3 and 4 A	<ul style="list-style-type: none"> • Use my pupil voice 	<ul style="list-style-type: none"> • Ask questions • Find a solution to a problem 	<ul style="list-style-type: none"> • Overcome language as a barrier • Understand what discrimination means
Year 3 and 4 B	<ul style="list-style-type: none"> • Use strategies to help someone who feels different 	<ul style="list-style-type: none"> • Know when to be assertive • Understand why people choose to get married 	<ul style="list-style-type: none"> • Be welcoming • Be who you want to be
Year 5 and 6 A	<ul style="list-style-type: none"> • Promote diversity 	<ul style="list-style-type: none"> • Stand up to discrimination • Challenge the causes of racism 	<ul style="list-style-type: none"> • Recognise when someone needs help • Recognise my freedom
Year 5 and 6 B	<ul style="list-style-type: none"> • Justify my actions • Learn from our past 	<ul style="list-style-type: none"> • Exchange dialogue 	<ul style="list-style-type: none"> • Accept people who are different to me • Overcome fears about difference