



PSHE & RSE Policy

Aims

At Regent Farm First School we seek to ensure that all children in our school develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE helps children to stay healthy and safe, while preparing them to make the most of life and work. Children are taught about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

We promote pupils' personal, social and emotional development, as well as their health and wellbeing. We understand the importance of teaching pupils that their mental health is just as important as their physical health, we prioritise children's happiness and well-being at all times through school life. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Under the new guidance issued by the DfE, by September 2020, Relationships Education and Health Education at primary school will be compulsory and parents will not have the right to withdraw their child. New guidance in July 2025 included extra information for The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations. At Regent Farm, we have developed a curriculum that will enhance children's understanding of different emotions, teach children how to regulate their thoughts and feelings and how to ask for help if they need it. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

Definition of RSE

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values; it builds their self-esteem and confidence to view their own sexuality positively. The Department for Education recommends that all primary schools should have a program that is tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls are prepared for the changes that adolescence brings. RSE is not about the promotion of sexual activity.

The focus at Regent Farm 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 with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who

can support them. From the beginning of first school, pupils will be taught 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 are the forerunners of teaching about consent, which takes place at secondary school. It involves understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. Respect for others will be taught in an age-appropriate way.

Delivery of PSHE and RSE

Regent Farm First School has developed a clear and comprehensive PSHE scheme of work in line with the National Curriculum, tailored to our children, using the National PSHE association for guidance. PSHE is taught as both explicit lessons using the PSHE Scheme of Work; but it is also fully embedded in every aspect of our creative curriculum and day-to-day life of the school. We are also part of the **Operation Encompass** next steps project.

The PHSE programme of study is based on **three core themes** within which there will be a broad overlap and flexibility:

- 1. Physical Health and Mental Wellbeing with particular focus on resilience and emotional wellbeing**
- 2. Relationships**
- 3. Living in the Wider World**

These three core themes are taught alongside our whole school topics. However, they are also imbedded in our daily practice and in our four core values of Respect, Determination, Teamwork and Curiosity.

At Regent Farm First School we believe that the personal, social and health development of each child, has a significant role in their ability to learn. We value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This should enable children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to children's lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of children and their circumstances. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. Children should know that others' families either in school or in the wider world, sometimes look different from their family, but they should respect those differences. We aim to normalise all family types to prevent and remove prejudice and to ensure that children know these families are also characterised by love and care. We use links with external charities, such as No Outsiders, to support children and their parents with this.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal values, in the individual. At Regent Farm we will encourage the development and practice of our school core values of Determination, Team Work, Respect and Curiosity alongside the British Values of Democracy, Tolerance, Mutual Respect, Rule of law and Liberty. Children will be taught to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, children will develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local or global issues and political and social institutions. Children will understand how British Law protects differences in religion, race, sexuality and gender. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Relationships Education also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), Regent Farm will teach children the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Children will be taught how to report concerns and seek advice when they suspect or know that something is wrong. The NSPCC will support school in the delivery of this aspect. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

PSHE education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It

encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

Roles and Responsibilities

The PSHE coordinator and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The coordinator will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. When using external speakers e.g. health promotion specialists, school nurses, NSPCC, family links – doctors, community police and fire officers, to deliver aspects of our PSHE programme, we will ensure that these support and benefit our PSHE curriculum and needs of the children in our school. Their input will be carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme. These sessions are always in addition to class teaching. The PSHE coordinator will write an annual action plan and evaluate progress throughout the year. They will attend INSET and provide staff with appropriate feedback and CPD opportunities.

Each class teacher is responsible for delivering the PSHE topics to their class.

Planning for PSHE

In KS1 and KS2, Medium Term Plans are drawn using PSHE Association Programme of Study as guidance. Each Year Group is responsible for planning regular PSHE sessions, both short circle time activities and full lessons. The knowledge and skills are also brought into a range of subjects, thus making the learning more connected and relevant. Regular links are made in subjects such as Science, Religious Education and Computing. In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings and other opportunities e.g. matters arising in the news. Relationships Education and Health Education complement existing national curriculum subjects and whole school approaches to wellbeing and health. Assemblies always make a link to PSHE, British/Regent Farm Values and Spiritual, Moral, Social and Cultural development.

The Early Years Foundation Stage

We teach PSHE in Nursery and Reception as an integral part of the curriculum. As the reception and nursery class is part of the EYFS, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. However, it is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning.

Teachers include themed weeks such as Enterprise Week, 'E Safety' and 'Anti Bullying Week' into termly planning overviews.

At Regent Farm we seek to promote a healthy lifestyle and self-confidence for our whole school community by:

- The provision of a range of lunch time and after school and before school clubs e.g. football, cooking, dance, ICT, art etc. which help foster a healthy lifestyle and encourage children to explore individual talents
- Bike it, stabiliser free days
- Providing opportunities in school for children to learn a musical instrument
- Promoting walk to school
- Healthy eating promotions during the year
- Regular yoga sessions

PSHE will enable children to practise specific skills in structured contexts and in their daily life including: -

1. Encouraging everybody to take responsibility for their actions through the agreement of school rules.
2. Encouraging children to develop a good understanding of enterprise and the importance of managing money through Enterprise week.
3. Encouraging children to recognise and respect differences between people.
4. The election of a class school councillor in a democratic manner.
5. Encouraging children to take responsibility for their behaviour.
6. Planning class trips to different places of worship which widen children's experiences and prepare them for life in Modern Britain by developing a deep sense of respect for equality and diversity.
7. Finding out about their responsibilities, rights and duties as individuals and members of a diverse society.

We encourage all our children to play a positive role in contributing to school life and the wider community through school council, fundraising events, supporting nominated charities and involvement in community activities.

They learn about the wider world and the interdependence of communities within it. The strong link we have with Mercy Education Centre in Kenya helps children to develop a sensitive understanding of the different lives' children lead elsewhere in the world.

At Regent Farm we seek the involvement of the whole school community through: -

1. Encouraging parents/ carers to support trips or whole school events.
2. Monthly newsletters sent to parents/ carers.
3. The Home/ School agreement.
4. The Parent, Teacher, Friends Association.
5. Planning events which encourage the school to work together for Example: Christmas, European Day of Languages, Maths Week, Anti bullying week, Enterprise activities, E Safety and our Kenya day to celebrate our close friendship with Mercy Primary Education support.

Our celebration assembly celebrates personal achievement and rewards children following and applying our school core values of determination, teamwork, respect and curiosity. Teachers inform parents of their child's progress through Parents' evenings and the yearly School Report.

Inclusion

Children of all abilities and beliefs should have access to the PSHE curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE Co-ordinator. It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Children with Special Needs, including Able and More Able and Visually Impaired

We teach PSHE to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss. PSHE follows the Equal Opportunities Policy of Regent Farm First School.

Parental Involvement

We believe that the primary role in children's RSE and PSHE lies with parents and carers. In order to best serve our pupils, we believe it is important to build a positive and supporting relationship with the parents and carers of our children through trust, cooperation and mutual understanding. Parents are informed of the curriculum half termly and, where relevant, through additional communication. We take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for PSHE in school. All Relationships Education and Health Education that is covered in school is statutory and as a result, children cannot be withdrawn from lessons. Parents have a right to request that their child be excused from sex education within RSE only. However, Sex Education will not be taught at Regent Farm First School.

Policy Review

January 2026

Approved by Governors

This will be reviewed in light of any changes from the DfE.

This policy was reviewed and agreed by the Governing Body.