



Personal, Social and Health Education (PSHE) and
Citizenship Policy including Relationships & Sex Education
(RSE)

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Subject to LAC Approval on Dec 16th

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1. Aims

The aims of PSHE and (RSE) at our school are to:

- Acquire a wide and varied range of developmentally appropriate knowledge and skills of family, friendship and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop spiritually, morally, socially and culturally.
- Acknowledge and appreciate difference and diversity.
- Develop self-confidence and self-responsibility, self-esteem and self-worth.
- Make positive contributions to the local community and society.
- Learn to make informed choices.
- Be participants in a positive democratic society.
- Understand what constitutes a #safe and healthy lifestyle.
- To create and promote a caring school environment based on the school value of #respect
- Develop an understanding of fundamental British values.
- Understand and manage their emotions.

› Enjoy all their rights as set out in the United Nations Convention on the Rights of the Child (UNCRC).

2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must teach health education under the same statutory guidance

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum which features in our Understanding the World faculty.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlines in section 403 of the Education Act 1996.

The Act states that 'Special Schools have a particularly sensitive role to play. Children with learning difficulties are entitled to the same opportunity as other children to benefit from sex education. They may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against unacceptable behaviour by adults. At Brays School there will be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and we will ensure that our teaching is 'sensitive, age appropriate and developmentally appropriate and delivered with reference to the law'.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Definitions

At Brays, PSHE & RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values it focuses on attitudes and values, developing self-esteem and the skills to manage relationships. It is not about the promotion of sexual activity. For Brays School, the principles of RSE are family, friendships and safety.

4. Curriculum

We have developed the PSHE and RSE curriculum in consultation with parents/carers, pupils and staff, considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. All areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers). We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. We will share all curriculum materials with parents and carers upon request. Appendix 1 for our long-term curriculum plan for 2024 to 2025. Appendix 2 for our long-term curriculum coverage of key safeguarding elements from Keeping Children Safe in Education 2024

5. Delivery of the Curriculum

As stated above, we are required to cover the contents for relationships and health education that are developmentally appropriate for our pupils, as set out in the statutory guidance. Our Relationship Education curriculum has been developed through progressive units

beginning in Foundation Stage through to Year Six. In years 5 and 6, personal, social and emotional well-being will be taught in discrete units for puberty education.

PSHE is delivered within a whole school approach which includes: -

- Dedicated curriculum time
- Teaching PSHE through and in other subjects / curriculum areas
- Specialised assemblies and acts of collective worship
- PSHE activities and school events e.g. Children in Need, Show Racism the Red Card, Internet Safety Day
- Pastoral care and guidance
- Positive Behaviour Support approach, encouraging positive behaviour
- Inclusion opportunities
- Visiting speakers / workshops e.g. Women's Aid to deliver Helping Hands
- External visits e.g. places of worship in or local community, through our link with St Thomas' Church.

Teaching and Learning

- During timetabled PSHE time, an emphasis is placed on active learning through personalised teaching strategies to meet the needs of individual pupils.
- All teachers will endeavour to provide a positive and safe learning environment.
- Beyond timetable lessons, pupils are supported in generalising and applying the skills they are learning, in real life situations as they arise e.g. resolving conflicts, working alongside peers, making choices when choosing lunch, preparing and making drinks during snack time.
- We teach PSHE to all our pupils regardless of their cognitive ability.
- Learning opportunities are matched to the individual needs of each pupil.
- We challenge our most able pupils to formulate personal views based on evidence as they research and discuss.
- Resources used or the delivery of PSHE will be personalised and both developmentally and age appropriate for individual pupils.

Brays School uses personalised teaching strategies to deliver RSE to our pupils. It is taught overtly through our Personal, Social and Health and Economic Education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum. Alongside these other aspects are included in Religious Education (RE), Social, Moral, Spiritual and Cultural development (SMSC), Promotion of British Values and Positive Behaviour Support (PBS). Relationships will be taught in the context of celebrating diversity. All teaching resources will be monitored and evaluated by the PSHE Lead and Senior Leadership Team.

6. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles & Responsibilities

THE PSHE Co-ordinator has the following responsibilities:

- To lead the review of the PSHE policy.
- To ensure that the resources used are relevant and appropriate to the needs of the pupils.
- To lead an evaluation of the PSHE policy and curriculum.
- To ensure that staff have the necessary skills, confidence, knowledge and resources to deliver effective PSHE.
- To develop and maintain an effective assessment and monitoring assessment.

The LAC (Local academy Council) have the following responsibilities:

- To ensure that an up-to-date PSHE policy is approved, in place and is made available.
- To ensure that the PSHE policy and curriculum are in line with the National Curriculum non-statutory guidance 2014, The Education Act 2022, The Academies Act 2010, Relationships and Sex Education (RSE) and Health Education 2019 government statutory guidance.
- To ensure that the policy reflects a whole school approach.
- To hold the Headteacher to account for implementation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom who deliver / support PSHE, is doing so in line with the school's PSHE policy, curriculum and other relevant school policies.
- Delivering PSHE in a sensitive way.
- To create a caring and healthy attitude promoting school environment, reflecting our school ethos.
- To model positive attitudes to PSHE.
- To contribute to the evaluation of the programme.
- To assess pupil's progress against the agreed learning outcomes.
- Responding to the needs of individual pupils.
- To communicate with parents when appropriate / necessary.

8. Working with Families

We recognise that parents / carers are key partners in our delivery of a comprehensive PSHE and RSE programme for our pupils at the school. The PSHE & RSE we deliver is designed to support the important role of parents in this area. The PSHE & RSE curriculum is shared with parents during consultations, class DoJo and shared learning sessions. This enables parents to feel confident that PSHE is an integral part of their child's educational journey at Brays School. Parents can view the materials used in school and discuss the content of the RSE programme with school staff or the PSHE Co-ordinator. Where a personalised intervention programme is required for individual pupil's parents will be informed and content/resources/materials will be shared upon their request. For primary age pupils, parents **do not** have the right to withdraw their children from relationships education, however they do have the right to withdraw their child from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using appendix 3 of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

9. Monitoring & Review

- The delivery of PSHE is monitored by the senior leadership team alongside the PSHE co-ordinator, through quality assurance
- Pupil's development in PSHE is monitored by class teachers as part of our internal assessment systems.
- The Head teacher and PSHE Co-Ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and providing a strategic lead and direction for the subject in school.
- All staff will be responsible for evaluating the strengths and weaknesses in the subject indicating areas for further improvement.

- This policy will be reviewed by the PSHE Co-Ordinator annually. At every review, the policy will be approved by the LAC (Local Academy Council).

Appendix

1. Curriculum Coverage 2024 to 2025

Long Term PSHE including RSE Planning 2024 – 2025

	Autumn 1 Topic: Autumn EYFS All About Me KS 1 Rights and Responsibilities KS 2 Going for goals	Autumn 2 Topic: Home EYFS Independence skills KS 1 Developing my life skills KS 2 Developing my life skills	Spring 1 Topic: The Circus EYFS Taking care of myself KS 1 Caring for myself KS 2 Caring for friendships	Spring 2 Topic: Africa EYFS: Personal Safety KS 1 Personal Safety KS 2 Personal Safety	Summer 1 Topic: The Farm EYFS: Changing and transition KS 1 Growing up, changing and transition KS 2 Changes that occur in the Human lifecycle	Summer 2 Topic: The Beach EYFS: Staying Safe KS 1 Staying safe KS 2 Keeping safe
Pre	Explorers Focus: Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith) To respond to stimuli or adult modelling about the things we are allowed to do in school.	Explorers Focus: To develop my independence through everyday routines. To explore a range of healthy foods and communicate my preferences	Explorers Focus: To identify special people in my life To explore how I can take care of myself	Explorers Focus: To respond with interest to stimuli about different daily physical contact we experience. To respond to stimuli about what is meant by the word private	Explorers Focus: To engage and respond to naming parts of the body and changes of puberty (if appropriate) To explore and engage with objects related to baby, children and adult lifecycles.	Explorers Focus: To respond with curiosity / sensory stimuli about ways we take care of our body To identify ways to keep safe in familiar and unfamiliar environments e.g. beach, crossing road
Semi	Discoverers Focus: To know that I belong to various groups and communities. To identify different groups that I belong to. To describe how being part of a group makes me feel.	Discoverers Focus: To identify foods I like and dislike To explore, identify and give examples of healthy foods To develop my life skills through making a sandwich.	Discoverers Focus: To describe how others help me To respond and engage in experiences linked to physical health To communicate about how I take care of my body	Discoverers Focus: To identify something that is private and public To begin to identify places that are private and public To begin to understand what personal space is To describe and identify people who can help if I feel uncomfortable	Discoverers Focus: To identify some of the changes between a baby, child and adult To identify the stages of the human lifecycle To describe some of the physical changes, that occur as we grow up	Discoverers Focus: To recognise the importance of simple rules for sun safety To describe some ways of staying safe in the sun To begin to describe some ways of keeping safe online e.g. using passwords and having an adult to help

	<p>To recognise different feelings I might experience in my special place.</p> <p>To agree and follow class rules and understand how these rules help me.</p> <p>To explore what makes me feel happy and sad in class / at school</p> <p>To explain how rules help us and identify rules we have in school / classroom</p>		<p>To describe what might happen if I do not take care of my personal hygiene</p> <p>To practice and develop independent skills</p>			<p>To identify things we should never share online</p>
Formal	<p>Adventurers Focus:</p> <p>To communicate about my personal identity and what contributes to who I am . To identify personal strength, skills and interests and how these contribute to a sense of self worth. To set personalised goals, make appropriate choices and take action to achieve this.</p>	<p>Adventurers Focus:</p> <p>To plan a healthy packed lunch</p> <p>To identify what a healthy balanced diet is</p> <p>To identify foods that should be eaten occasionally and why eating too many of them can harm my health</p> <p>To develop my life skills through making a healthy sandwich</p>	<p>Adventurers Focus:</p> <p>To identify when people are being kind / unkind to me / others.</p> <p>To identify that bullying is abusive and some can be prejudice based, and that this is unacceptable behaviour</p> <p>To recognise the importance of self respect and how it can affect their thoughts and feelings about themselves.</p> <p>To inform adults about unacceptable behaviour</p>	<p>Adventurers Focus:</p> <p>To explain what is / what is not appropriate in a public place and give reasons why</p> <p>To identify someone I could go to for help if I am worried</p> <p>To demonstrate how to respond to unwanted physical contact and how to let someone know if I don't like it / want it</p> <p>To recognise different types of physical contact, what is acceptable and unacceptable, and strategies to respond to unwanted touch</p> <p>To learn about treating others respectfully and how the pants rules can help</p>	<p>Adventurers Focus:</p> <p>To describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams</p> <p>To use vocabulary correctly to name female and male reproductive organs</p>	<p>Adventurers Focus:</p> <p>To explain why it is important to take care of my body both now and in the future</p> <p>To identify the benefits of sun exposure and risks of over exposure, how to keep safe from sun damage / heat stroke and reduce the risk of skin cancer</p> <p>To identify strategies for keeping safe when using specific digital devices and platforms</p> <p>To identify who I can talk to if someone asks me to send an image or information that makes me feel uncomfortable</p>

EYFS	<p>All About Me</p> <p>physical characteristics, likes and dislikes</p>	<p>Choice making / showing preferences</p> <p>Exploration / choice making linked to healthy foods. Communicating preferences.</p>	<p>Caring for myself</p> <p>Developing skills;- tooth brushing, brushing hair, face and hand washing</p>	<p>Keeping safe – Personal safety</p> <p>PANTS song. Children to join in with song. Practice saying yes / no. Role play area looking after / caring for dolls</p>	<p>Growing up</p> <p>Explore objects that they use as baby. What do they use now?</p>	<p>Keeping safe:</p> <p>Dress up – what might we wear on a hot / cold day to keep safe?</p>
Key Stage 1	<p>Rights and Responsibilities</p> <p>Groups I belong to (school/class/home) Explore my feelings / emotions Agreeing and following rules</p>	<p>Developing my life skills / Making healthy choices</p> <p>Making a sandwich – choice making, developing knife skills to spread, cut bread</p>	<p>Caring for myself</p> <p>Explore way I look after myself (dressing, washing, feeding myself) Practice and develop these skills</p>	<p>Personal Safety PANTS</p> <p>What do you know about keeping safe? Label body parts, including genitalia if appropriate. Explore why some parts of body are private. Trusting and identifying safe adults. Learn to say no. Look at strategies to manage saying no in real life through practical experiences.</p>	<p>Growing up, changing and transition</p> <p>Explore changes that occur while in school in relation to friendships, groupings, classes, schools. Look at their own life cycle how they have changed since moving through school – initial stages of the cycle How do our feelings change</p>	<p>Staying safe</p> <p>Identifying what a stranger is, knowing who a safe stranger is, how to stay safe when using the internet, how to keep safe in the sun.</p>
Key Stage 2	<p>Going for Goals</p> <p>Identifying my likes and dislikes Identifying my personal strengths and talents Setting goals Linking to how this makes me feel</p>	<p>Developing my life skills / Making healthy choices</p> <p>Discuss meaning of healthy / unhealthy foods. Plan a healthy packed lunch Developing my life skills through sandwich making (knife skills to spread, cut bread)</p>	<p>Caring friendship</p> <p>What makes a good friend? What makes a bad friend? Friends that are similar / different Falling out with friends and what I need to do to make it up to them</p>	<p>Personal Safety PANTS</p> <p>Look at different types of touch – which are safe / unsafe? How might this make you feel? How do you think the characters might feel? What might they say / do? Sort behaviour's into those that are respectful, disrespectful and it depends. If disrespectful,</p>	<p>Growing, Changing and Transition</p> <p>Human lifecycle How do we grow and change? Look at gender differences. Feelings related to change and loss Puberty sessions for those year 5 and 6 pupils its appropriate for</p>	<p>Keeping safe</p> <p>Linked to keeping safe crossing roads, keeping safe in the sun, keeping safe near water (linked to swimming and the beach), keeping safe whilst using computers / internet</p>

				how might you feel and what could you do.		
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Appendix 2 – Safeguarding within the curriculum

	EYFS	KS1	KS2	Whole-School
Child missing from education/Child missing from home	All about me- communicating about familiar people, #belonging Growing up	Rights and responsibilities - settling into school #belonging Growing up	Rights and responsibilities - settling into school #belonging Growing up and change	#braysbelonging Whole-school focus on the Five Foundations of attendance
Child Sexual Exploitation/Child criminal exploitation	All about me- communicating about familiar people, #belonging Personal safety -NSPCC Pants	Personal safety -NSPCC Pants	Personal safety -NSPCC Pants	Brays Classics #braysbelonging
Bullying including cyberbullying		Heritage Kind and unkind behaviour What is a bully? How can I get help?	Celebrating difference What is a bully? Resolving conflict in relationships	Anti - Bullying themed day November#respect
Domestic Violence			Helping Hands by Women's Aid	

Drugs		Medicines and me Why are medicines important, Who are the people that give me medicines?		
FGM	Personal safety - NSPCC Pants Growing up	Personal safety - NSPCC Pants Growing up	Personal safety - NSPCC Pants Growing up Personal safety Do I know what safe and unsafe touches are? PANTS message	
Forced Marriage	Celebrations (naming ceremony/baptism/weddings)	Celebrations (naming ceremony/baptism/weddings)	Celebrations (naming ceremony/baptism/weddings)?	
Mental health	Choice making/showing preferences -linked to healthy foods Caring for myself Belonging to family / school / other groups Independence skills and self help skills What is s friend? Myself – I'm unique	Going for goals- recognising what I'm good at Developing my life skills- making healthy choices Caring for myself Caring friendships -healthy relationships New belongings - what groups do I belong to? Difference and Diversity Gender Difference Equality Difference and Diversity Gender Difference Equality	Going for goals - recognising what I'm good at Developing my life skills- making healthy choices Caring for myself Caring friendships healthy relationships Respectful Relationships How might I be different to my friends? Celebrating difference aspirations, helping others, charities, where do I fit in	Children's Mental Health Day Children's Mental Health Week - February

		<p>Caring for myself and others Heritage Kind and unkind behaviour What is a bully? How can I get help? Different types of families. Healthy me linked to feelings and foods that are good for me Myself Who am I? Why am I unique?</p>	<p>the world? How do we celebrate Britain? Caring friendships What makes a good friend? How do I manage my behaviour? Physical / Mental Health What foods do I eat to stay healthy? How do I manage my good and bad feelings? Myself Who am I? Why am I unique?</p>	
Preventing radicalisation	All about me- communicating about familiar people, #belonging	People who help us in the community, Road and Fire safety		Brays Classics #braysbelonging
Sexting	Personal safety -NSPCC Pants	Personal safety -NSPCC Pants	Personal safety -NSPCC Pants	
Online safety	Keeping Safe -roads, internet weather	Keeping Safe -roads, internet weather People who help us	Keeping Safe -roads, internet weather People who help us	Safer Internet Day – February #safety
Safety	Personal safety -NSPCC Pants Keeping safe -sun safety People who help me doctor, nurses, fire service	Personal safety -NSPCC Pants Keeping Safe -roads, internet weather People who help us in the community	Personal safety -NSPCC Pants Keeping Safe -roads, internet weather Helping services Road / fire safety? How do I cross the road safely? What to do in an emergency? Diwali / Fireworks	Diwali / Fireworks – keeping safe Healthy eating assembly

Links to RE – Green

Links to PSHE – Blue

Appendix 4: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

Subject to LAC Approval on Dec 16th