

St Peter's CE Primary School, Chippenham Mews, London W9 2AN



Personal, Social, Health and Economic Education Policy

Policy last updated: March 2026

To be reviewed: March 2027

1. UNCRC Commitment:

St Peter's CE Primary is fully committed to recognising, respecting, promoting and implementing the Rights of the Child as set out in the United Nations Convention on the Rights of the Child. As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

Article 17 You have the right to get information that is important to your well-being

Article 28 You have the right to a good quality education.

This policy was written in consultation with staff, pupils, parents and governors. This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report
- Relationships & Sex Education Policy

Our Diversity, Equity and Inclusion mission is to promote equality of opportunity across all protected characteristics. Every member of the school community should feel safe, secure, valued and of equal worth. At St Peter's, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

2. Key contacts

- Safeguarding Lead: Alice Ducros
- PSHE Lead: Lily Stewart

3. Purpose of the Policy

This policy has been written to:

- Meet our statutory requirement to have a policy for Relationships and Health Education
- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching of RHE
- Give information to parents and carers about what is taught and when
- Give a clear statement on what the school aims to achieve from PSHE
- Clarify the content and manner in which PSHE is delivered

4. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. PSHE is not statutory but the new DfE statutory Relationships and Health Education guidance does not replace PSHE and we will be teaching RHE within our PSHE curriculum.

Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

5. How the Policy was developed?

This policy was developed as part of their statutory responsibility by the school governors in consultation with pupils, staff and parents.

6. What is Relationships Education and Health Education?

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. The focus 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 with adults. We want 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. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

7. Right to withdraw

There is no right to withdraw from Relationships Education or Health Education.

8. Content and Organisation of the Curriculum

- Timetable allocation: 30-45 mins per week
- Groupings: Mixed classes unless single sex sessions are more appropriate.
- Staff Involved: The content will be delivered by the class teacher and other outside visitors.
- Where taught: Dedicated PSHE lessons, subject specific lessons, e.g. Science
- Recording of work: Each class has a special book in which they record their PSHE learning.
- Content: We use the Kapow Primary Scheme of work and adapt the lessons to the needs of our pupils. The curriculum is divided up into six different areas:
 - Family and relationships
 - Health and wellbeing
 - Safety and the changing body
 - Citizenship
 - Economic Wellbeing
 - Identity (Y6 only)

For further details go to our website [Relationships and Health Education | St Peter's CE Primary School \(stpeterscm.co.uk\)](https://stpeterscm.co.uk)

9. Learning outcomes at each Key Stage

EYFS - Reception

The new curriculum is not statutory in Reception, however we have chosen to use Kapow Primary curriculum as Personal, social and emotional development is one of the three Prime Areas in the

Statutory framework for the early years foundation stage. The early learning goals (ELGs) which are covered in the Kapow curriculum are:

- Self-regulation
- Managing self
- Building Relationships

Years 1-6

By the end of primary school:

Relationships Education

<p>Families and people who care for me</p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships.

	<ul style="list-style-type: none"> • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
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Online relationships	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. Being safe Pupils should know
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Being Safe	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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Health Education

Mental wellbeing	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical
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	<p>health.</p> <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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<p>Internet safety and harms</p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
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	<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online
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Physical health and fitness	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
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Healthy eating	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
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Drugs, alcohol and tobacco	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
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Health and prevention	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
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Basic first aid	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
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Changing adolescent body	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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By the end of KS1 pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans.
- Use the scientific terminology for their genitals
- Recognise differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce.
- That humans and animals can produce and these grow into adults.
- The basic rules for keeping themselves healthy and safe.
- About safe places to play and safe people to be with.
- The needs of babies and young people.
- Ways in which they are like and different from others.
- They have some control over their own bodies.
- The names of the main external parts of the body including agreed names for sexual parts.
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

By the end of KS2 pupils will be able to:

- Express opinions, for example, about relationships and bullying.
- Listen to and support others.
- Respect the other person's beliefs and viewpoints.

- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self confident in a wide range of new situations, such as seeking new friends.
- Form opinions that they can articulate to a variety of audiences.
- Recognise their own worth and identify positive things about themselves.
- Balance the stresses of life in order to promote their own mental health and well being and that of others.
- See things from other people's viewpoints, for example their parents and carers.
- Discuss moral questions.
- Listen to, support their friends and manage friendship problems.
- Recognise and challenge stereotypes, for example in relation to gender.
- Recognise the pressure of unwanted physical contact and know the ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction.
- About the main stages of the human life cycle.
- That safe routines can stop the spread of viruses.
- About the physical changes that take place puberty, why they happen and how to manage them.
- The many relationships in which they are involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe and when involved in risky activities.
- That their actions have consequences and be able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know that it is unacceptable.
- About and accept a wide range of different family arrangements for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles.
- Others' points of view including their parents' or carers.
- Why being different can provoke bullying and why this is unacceptable.
- When it is appropriate to take a risk and when to say no and seek help.
- The diversity of values and customs in the school and in the community.
- The need for trust and love in established relationships.

When do we teach about Puberty and the Changing adolescent body?

In the Summer term of Year 4 and Year 5 pupils are taught about the changes that will happen in puberty, including menstruation. Girls are given the opportunity to ask any additional questions they may have about menstruation and to look at period products, without the boys present. In Year 6 there is a recap prior to the two non-statutory sex education lessons.

10. Opportunities through subject teaching

There are many other subjects where PSHE objectives can be taught, for example puberty and healthy eating in Science, health-related Exercise in PE and teaching about loss through RE. The Literacy framework also contains many opportunities for addressing PSHE.

11. Extra-curricular opportunities

Examples of these include:

- Participation in the School Council
- Class assemblies and school productions
- School drama clubs
- Pupil and staff-led assemblies on relevant issues
- School visits – residential, local home for the elderly, etc
- Citizenship days – multicultural events, charity and fundraising events, etc

12. Sex Education

Sex education is not compulsory in primary schools however, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

Parents and carers do not have the right to withdraw their children from sessions which link to the national curriculum. These subjects include, different relationships, information on puberty, what happens at conception (sperm and egg) and how the human body changes.

At St Peter's, in addition to statutory science and the new statutory Relationships and Health Education we will be delivering additional non-statutory content which will be one lesson on pregnancy and birth in year 6 (Kapow, Safety and the Changing Body Unit, Lesson 6). We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for Year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons. (See section 17 Right to Withdraw from Sex Education.)

Please see our Relationships & Sex Education policy.

13. Child protection

Should any issues arise relating to child protection while delivering lessons relating to PSHE (or at any other time) the headteacher must be informed and the appropriate procedures will then be followed.

14. Resources

To assist the delivery of PSHE resources have been selected and checked for stereotyping, bias and prejudice.

15. Roles and responsibilities

The Headteacher has overall responsibility for the policy and its delegation to key members of staff. It is the responsibility of the PSHE Leader to ensure that staff and parents/carers have

access to the PSHE and RSE policy (which is available on our school website), and that the policy is implemented effectively. It is also the PSHE Leader's responsibility to ensure that members are given sufficient training, so that they can teach effectively, and handle any difficult issues with sensitivity.

The PSHE Leader liaises with external agencies regarding the school's PSHE programme, and ensures that all adults who work with our children on these issues are aware of the school's policy and work within its framework.

It is the responsibility of all adults to teach what is expected in the policy and to adhere to the principles of it.

The Headteacher monitors this policy through the PSHE Leader and reports to governors, when requested, on the effectiveness of the policy.

This policy is reviewed at least every two years or earlier should it be required.

16. Students with Special Needs and Vulnerable Children

We ensure that all young people receive relationship and sex education, and we offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

17. The role of other members in the community

We work with health education partners to provide advice and support to the children. In particular, members of the Local Health Authority such as the school nurse and other health professionals give us valuable support with our PSHE programme. In addition, we may consult social and youth workers where necessary.

18. Confidentiality

Teachers conduct PSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity or age inappropriate sexualised behaviour, then the teacher will take the reference seriously, and deal with it as a matter of child protection. This will also be the case if a child indicates that they may have been a victim of abuse. They will not investigate, but will immediately inform the Designated Child Protection Officer or the Deputy Designated Child Protection Officer in their absence about their concerns. (See policy on child protection)