

PSHE Policy for Bond Primary School



BOND PRIMARY SCHOOL

Reviewed: March 2026

Introduction

This policy sets out the principles, aims, and practical arrangements for delivering Personal, Social, Health and Economic (PSHE) education at Bond Primary School. It is designed to ensure compliance with the 2014 National Curriculum framework, the latest Department for Education (DfE) statutory guidance, and the expectations of national inspectorates such as Ofsted. The policy reflects the importance of PSHE in supporting pupils' spiritual, moral, social, and cultural development, safeguarding, and preparation for life in modern Britain.

Aims

- Equip pupils with the knowledge, skills, and values to lead healthy, safe, and fulfilling lives.
- Foster resilience, self-awareness, and critical thinking through a progressive, enquiry-based curriculum.
- Promote understanding and respect for diversity, equality, and fundamental British values.
- Support pupils' personal development, including their emotional wellbeing and ability to form positive relationships.
- Prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- Ensure all statutory content for Relationships Education and Health Education is delivered in an age-appropriate, inclusive manner.

Statutory Requirements

- Deliver Relationships Education and Health Education as mandated by the Relationships Education, Relationships and Sex Education (RSE), and Health Education (England) Regulations 2019.
- Teach safeguarding, including online safety, recognising abuse, and reporting concerns, in line with Keeping Children Safe in Education (KCSIE) 2023.
- Provide an inclusive curriculum that meets the requirements of the Equality Act 2010 and SEND Code of Practice 2015.
- Ensure the physical and emotional safety of pupils during PSHE activities, including risk assessments for sensitive topics, as required by the Health and Safety at Work Act 1974.
- Promote spiritual, moral, social, and cultural (SMSC) development and prepare pupils for adult life, as required by the Education Act 2002, Section 78.
- Follow DfE Statutory Guidance (2019) regarding content, delivery principles, and parental rights.

Curriculum Coverage

Bond Primary School uses the question-based model from the PSHE Association, structured around three core themes:

- **Health and Wellbeing:**

- Physical and mental health
- Healthy lifestyles
- Managing risks
- Drugs, alcohol, and tobacco
- Personal safety and first aid
- **Relationships:**
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
 - Recognising and responding to bullying
- **Living in the Wider World:**
 - Economic wellbeing
 - Careers and aspirations
 - Citizenship, rights, and responsibilities
 - Diversity and inclusion
 - Environmental awareness

The curriculum is designed as a spiral model, revisiting key concepts with increasing depth and complexity. It develops pupils' knowledge, skills, values, and attitudes progressively, ensuring age-appropriate understanding and application.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

By the end of primary school, pupils are expected to know about the characteristics of healthy relationships, including friendships, family relationships, and relationships with other children and adults. They should understand the importance of respect, trust, honesty, kindness, generosity, boundaries, privacy, and the concept of personal space. Pupils should be able to recognise and report feelings of being unsafe or worried, know how to seek help, and understand the features of positive and negative relationships, including online. They should learn about different types of families, the importance of stable, caring relationships, and the value of diversity and equality. Pupils are also expected to understand the principles of consent, how to manage conflict, and how to recognise and challenge stereotypes and bullying.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

By the end of primary school, pupils are expected to know how to maintain physical and mental wellbeing, including the importance of exercise, balanced nutrition, sleep, and personal hygiene. They should understand the impact of drugs, alcohol, and tobacco, and how to manage risks associated with these substances. Pupils should learn about the changes that occur during puberty, including emotional and physical changes, and how to manage them. They should be able to identify and articulate feelings, develop strategies for managing emotions, and know where to seek support for mental health concerns. Pupils are also expected to understand basic first aid, the importance of sun safety, and how to stay safe online and in the community

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools’. (p. 23) Schools are to determine the content of sex education at primary school. Sex education ‘should 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 - how a baby is conceived and born’. At Bond Primary School, we believe children should understand the facts about human reproduction before they leave primary school so that children have a factual and science based understanding of reproduction. We define Sex Education as understanding human reproduction.

Parents’ right to request their child be excused from Sex Education

Parents’ right to request their child be excused from Sex Education “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p. 17

At Bond Primary School, puberty is taught as a statutory requirement of Health Education and covered by our **Science curriculum** and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact) Rachel Tye (Deputy Headteacher – Teaching and Learning lead) or Michelle Bennett (Headteacher).

We intend to teach this as part of our science curriculum

Equality

Bond Primary School is committed to promoting equality and fostering good relations among all pupils, staff, and the wider community. The PSHE curriculum is inclusive of all protected characteristics as outlined in the Equality Act 2010, including age, disability, gender reassignment, marriage and civil

partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Teaching and resources are adapted to reflect the diverse backgrounds, experiences, and needs of pupils, ensuring that all children feel valued, respected, and able to participate fully in PSHE lessons. The school actively challenges discrimination, prejudice, and stereotypes, and supports pupils to develop empathy, respect, and understanding of difference. The DfE Statutory Guidance (2019), page 15, states that schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect for others, reinforcing the school's commitment to an inclusive curriculum.

Curriculum Implementation

- **Planning:**
 - The curriculum is sequenced and mapped across all year groups, ensuring coverage of statutory and recommended content.
 - Enquiry questions drive learning and promote critical thinking.
 - Long-term and medium-term plans are reviewed annually to ensure relevance and progression.
- **Teaching Approaches:**
 - Active learning strategies such as role play, discussion, case studies, and collaborative activities are used to engage pupils.
 - Ground rules and a safe learning environment are established to support open, respectful discussion.
 - Lessons are differentiated to meet the needs of all pupils, including those with SEND and EAL.
 - Pupil voice is embedded through regular feedback, curriculum co-construction, and evaluation activities.
- **Resources:**
 - High-quality resources from the PSHE Association and other recognised providers are used.
 - Materials are regularly reviewed for accuracy, inclusivity, and age-appropriateness.

Assessment

- **Formative Assessment:**
 - Ongoing assessment through discussion, self-assessment, peer feedback, and teacher observation.
 - Assessment for learning is used to inform teaching and provide feedback to pupils.
- **Summative Assessment:**
 - Evidence of progress is collected through pupil work, reflection activities, and end-of-unit reviews.

- Progression is tracked to demonstrate impact and inform curriculum development.

Roles and Responsibilities

Role	Responsibilities
Headteacher	Overall responsibility for PSHE policy, curriculum, and statutory compliance
PSHE Subject Leader	Curriculum planning, staff training, monitoring, and evaluation
Class Teachers	Delivering PSHE lessons, adapting materials, assessing pupil progress
SEND Coordinator	Ensuring accessibility and adaptation for pupils with SEND
Governors	Monitoring implementation, reviewing policy, and holding leaders to account
Pupils	Engaging in learning, providing feedback, and contributing to curriculum development

Inclusion

- All pupils have access to PSHE, regardless of background, ability, or identity.
- Materials and approaches are adapted for SEND, EAL, and vulnerable pupils.
- Representation of diverse families, identities, and experiences is embedded throughout the curriculum.
- Reasonable adjustments are made to ensure participation and success for all pupils.
- The curriculum actively promotes equality, eliminates discrimination, and fosters good relations.

Professional Development

- Regular, high-quality CPD is provided for all staff delivering PSHE.
- Peer support, coaching, and subject leader guidance are available.
- Training covers statutory requirements, sensitive topics, safeguarding, and inclusive practice.
- Staff confidence and subject knowledge are monitored and developed through annual reviews.

Inspectorate Expectations

- The PSHE curriculum is coherently planned, sequenced, and ambitious for all pupils.

- Provision supports SMSC development, fundamental British values, and preparation for life in modern Britain.
- Safeguarding is embedded, including online safety and reporting mechanisms.
- Assessment demonstrates pupil progress and impact.
- Inclusion and equality are actively promoted, with adaptations for SEND and disadvantaged pupils.
- Pupil voice shapes and evaluates the curriculum.
- Links between PSHE, safeguarding, and wider school priorities are strong and evidenced.

Monitoring and Review

- The policy and curriculum implementation are monitored termly by the PSHE Subject Leader and Senior Leadership Team.
- Pupil voice, assessment data, and staff feedback inform ongoing review.
- Annual reports are provided to governors and stakeholders.
- The policy is reviewed annually and updated in response to statutory changes, inspectorate feedback, and school priorities.

Links to Other Policies

- Safeguarding and Child Protection Policy
- Equality Policy
- SEND Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy

What do we teach?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	