



## **PERSONAL, SOCIAL, HEALTH, CITIZENSHIP, ECONOMIC EDUCATION (PSHCEE)**

**This policy includes the Early Years Foundation Stage (EYFS)**

***Policy reviewed:*** 18<sup>th</sup> January 2026

***Policy to be reviewed:*** 17<sup>th</sup> January 2027

### **Aims and Ethos**

At St Wystan's we aim to provide an outstanding all-round education in a supportive and nurturing family environment where each individual succeeds and fulfils their full potential.

Our PSHCEE curriculum seeks to create a calm, secure, happy family environment based on respect for each other and the wider community. We actively encourage pupils to think for themselves. We seek to equip children with the skills, attitudes and experiences which will carry them through happy, successful and fulfilling lives.

- Our PSHCEE curriculum includes topics on physical and mental wellbeing and self-respect which supports our children to become happy, independent and confident.
- Our citizenship lessons on 'living in the wider world' encourage high standards of behaviour and attainment.
- PSHCEE offers frequent opportunities for self-reflection, where we focus on personal strengths and what makes each pupil unique. This encourages confidence from a young age, preparing our children for the next stage of their educational journey.
- The PSHCEE curriculum helps our pupils to explore different family cultures and lifestyles, which both inspires and educates them about the wider world.
- PSHCEE supports the school's drive towards Habits for Learning, constantly providing pupils with positive messages about their own worth and capabilities. This fosters resilience, motivation and self-worth through our growth mindset approach.
- We instill a safe, nurturing environment that enables a spirit of compassion and mutual respect. Our lessons on belonging to a community, safe relationships and family encourage respect and foster compassion towards others of all ages, abilities, genders, races, religions, beliefs and sexual orientations as well as those who undergo gender reassignment, those in marriages and civil partnerships and those who are pregnant and have children as outlined in the Equality Act 2010.

This policy is written with reference to the 2025 Statutory Guidance for Relationships, Sex and Health Education (RSHE) and the requirements of the Equality Act 2010 and KCSIE 2025. It sets out how statutory Relationships Education and Healthy Education are delivered within our wider PSHCEE curriculum.

## Protected Characteristics

Our children have lessons directed at treating those with the protected characteristics respectfully as follows:

Characteristic	Year group
Age	Y1, Y5, Y6
Disability	Y5, Y6
Gender reassignment	Y4, Y5, Y6
Marriage and civil partnership	Y3, Y5, Y6
Pregnancy and maternity	Y6
Race	Y2, Y3, Y4, Y6
Religion or beliefs	Y2, Y3, Y4, Y5, Y6
Sex	Y5, Y6
Sexual orientation	Y1, Y3, Y5, Y6

The content of these lessons is taught at an age-appropriate level. If there is an occurrence or event involving one or more of the protected characteristics which becomes an issue amongst the pupils, our PSHCE lessons afford the class teacher time to help the children understand the issues, and ensure the children respect all those with the protected characteristics.

Coverage of protected characteristics is planned progressively across year groups, ensuring pupils develop age-appropriate understanding over time, in line with the DfE guidance 2025.

Where issues relating to protected characteristics arise within schools, teachers will address these promptly and sensitively within PSHCEE, ensuring clarity, accuracy and respect, and maintaining compliance with the Public Sector Equality Duty.

## Delivery

PSHCEE is taught in discrete 30–40minute lessons to all pupils in KS1 and KS2 by class teachers. Specific lessons about puberty and/or sex and relationships education can be taught by the PSHCEE co-ordinator or a male member of staff to help the pupils and staff feel comfortable and supported. The school follows the guidance recommended by the PSHE association as well as the 2025 statutory RSHE guidance, in a comprehensive and holistic framework.

Relationships Education and Health Education are statutory for all primary pupils and therefore all pupils take part in all lessons. Any additional sex-education content (beyond the National Curriculum for Science) is delivered in line with DfE requirements and parental consultation.

The PSHCEE programme reflects the school's inclusive ethos and alongside assemblies, promotes the British values of democracy, tolerance, mutual respect, individual liberty and the rule of law. PSHCEE also supports safeguarding education, including online safety, positive relationships, mental well-being, and help-seeking behaviours, in line with KCSIE 2025.

## Curriculum

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Monitoring

The monitoring of a child's development in PSHCEE is the responsibility of the class teacher and any other staff involved in its delivery.

Curriculum monitoring is overseen by the Head of PSHCEE, ensuring compliance with the statutory RSHE guidance and with school safeguarding duties.

## Assessment

In line with the school's teaching and learning policy, teachers provide clear key questions at the start of each lesson which are based on the objectives provided in the PSHE Association thematic programme builder. End of unit quizzes are used as a form of assessment.

## Accessibility

In the weekly lesson plans, teachers will outline how they will scaffold tasks in order to make them appropriate for children with SEND. Provision will be made for individuals, marked with their initials, using information from the one-page profiles to help adapt tasks suitably. The most able pupils will also be highlighted in planning using initials, with stretch and challenge tasks and questions.

This reflects our duties under the SEND Code of Practice and the Equality Act to make reasonable adjustments and ensure accessibility.

## RSE and the right to withdraw

For a definition of the sex education taught, beyond the content covered in the science curriculum and information about the right to withdraw, please see the Relationships and Sex Education policy.

Parents cannot withdraw their child from statutory Relationships Education or statutory Health Education. They may request withdrawal from non-statutory sex-education elements, in line with DfE RSHE guidance (2025).

The RSE policy is published on the school website and parents are consulted on any significant changes, as required by the DfE.

### **MONITORING/EVALUATION**

This policy will be reviewed and evaluated **on an annual rolling programme.**

Reviewed by	Head and PSHCEE and Headteacher		
Date Reviewed	January 2026		
Date of Next Review	January 2027		
Governing Body Approval	Yes/No	Signed/Dated	
Website/App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No

## APPENDIX A

### Summary of Statutory RSHE Changes for Implementation in 2026\*\* (Effective from 1 September 2026)

The Department for Education (DfE) has introduced updated statutory requirements for Relationships, Sex and Health Education (RSHE). These changes must be implemented by **1 September 2026** and will be incorporated into the school's PSHCEE and RSHE curriculum as outlined below.

#### A1. Digital and Online Safety – Expanded Requirements

Teaching must now include age-appropriate content on:

- Safe and responsible use of digital technologies
- Risks from **AI-generated content** (e.g. deepfakes, manipulated images)
- **Online sexual harassment**, coercion and harmful behaviours
- Image-sharing, consent and personal privacy
- Recognising misinformation, unverified content and online risks
- Understanding the impact of online pornography (primary focus: respectful and safe relationships)

#### A2. Mental Health and Emotional Wellbeing – Strengthened Requirements

Pupils must be taught:

- How to recognise early signs of mental-health concerns
- Strategies for managing emotions and developing resilience
- Healthy coping mechanisms
- When and how to seek help from trusted adults, school staff and external services

#### A3. Water Safety Education – New Statutory Element

All pupils must receive teaching on the **Water Safety Code**, including:

- Recognising risks near water
- Safe behaviours around rivers, lakes, seas and swimming areas
- How to keep themselves and others safe
- What actions to take in an emergency

#### A4. Addressing Misogyny and Harmful Gender Norms

Teaching must support pupils to:

- Challenge and reject gender-based stereotypes
- Recognise and respond to misogyny

- Understand respectful, equal and healthy relationships
- Identify inappropriate or harmful attitudes and know how to report concerns

#### **A5. Safeguarding Integration**

RSHE delivery must align with **Keeping Children Safe in Education (KCSIE 2025)** by ensuring pupils learn about:

- Online safety and digital risks
- Harmful sexual behaviour
- Help-seeking and reporting concerns
- Respectful behaviour, personal boundaries and consent

#### **A6. Curriculum Mapping and Transparency**

Schools are required to:

- Map where each statutory RSHE element is taught across year groups
- Ensure age-appropriate sequencing and progression
- Publish the RSHE policy and curriculum overview for parents
- Consult parents on non-statutory elements of sex education