



# New Mills Primary School PSHE and RSE Policy

New Mills Primary School

PSHE and RSE Policy 2026–2027

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## 1. Introduction

Personal, Social, Health and Economic (PSHE) Education at New Mills Primary School provides children with the knowledge, understanding, skills and confidence they need to lead healthy, fulfilling, safe and responsible lives.

Our PSHE curriculum is relational, emotionally informed and inclusive. It recognises that every child benefits from learning to understand themselves, build positive relationships, manage emotions, overcome challenges and make thoughtful, informed decisions.

Growing up presents children with opportunities, challenges and uncertainties. Children navigate friendships, changing relationships, increasing independence, social expectations and an increasingly complex digital world. Our curriculum prepares children for these experiences by developing emotional literacy, resilience, critical thinking, empathy and a strong sense of personal responsibility.

At New Mills Primary School, we believe that children flourish when they feel safe, connected and valued, while also being encouraged to think independently, embrace challenges, develop resilience and take increasing responsibility for themselves and others.

We recognise that children have different personalities, experiences, strengths and needs. Our approach combines warmth, understanding and emotional safety with high expectations, appropriate challenge and opportunities for children to develop independence.

We do not seek to remove every difficulty or uncomfortable emotion from children's experiences. Instead, we aim to equip them with the confidence, strategies and support networks to navigate challenges successfully. We recognise that resilience does not mean managing everything alone, but includes understanding when to persevere, when to adapt and when to seek support.

Our approach is underpinned by our four school values:



**Caring:** Developing empathy, kindness, respect and responsibility for ourselves and others.



**Collaborative:** Building positive relationships, communicating effectively, resolving disagreements and working together.



**Curious:** Asking questions, thinking critically, challenging assumptions and exploring different perspectives.



**Creative:** Finding solutions, expressing ideas, responding flexibly to challenges and developing new ways of thinking.



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These values are woven throughout the curriculum and help children understand how their decisions and actions contribute to their own wellbeing and the wider community.

Philosophy for Children (P4C) approaches are an important part of our PSHE provision. Through structured dialogue, enquiry and reflection, children learn to express their ideas confidently, listen respectfully, consider different viewpoints and develop shared understanding of complex social and emotional issues.

Our curriculum meets the statutory requirements for Relationships Education and Health Education and is supported by relevant teaching within the Early Years Foundation Stage, National Curriculum Science and computing. Any additional primary sex education is addressed separately within this policy.

## **2. Policy Aims**

Through PSHE and RSE, we aim to:

- Develop children's emotional literacy, self-awareness and ability to recognise, communicate and manage their feelings.
- Build resilience, confidence and independence, enabling children to approach challenges, uncertainty, disappointment and setbacks with increasingly effective strategies.
- Support children in forming positive, respectful relationships based on kindness, empathy, trust, personal boundaries and mutual understanding.
- Equip children to make informed, responsible and safe decisions about their physical health, mental wellbeing, personal safety and relationships.
- Develop critical thinking and digital literacy, enabling children to navigate online environments, recognise risks, evaluate information and make safe, balanced choices.
- Promote individuality, equality and inclusion, celebrating diversity and encouraging children to recognise and challenge prejudice and unfairness.
- Encourage children to recognise their strengths, develop a sense of agency and understand when and how to seek appropriate support.
- Develop children's communication skills, enabling them to express ideas, ask questions, listen actively and disagree respectfully.
- Prepare children for the physical, emotional and social changes associated with growing up and transitioning to secondary education.
- Develop an understanding of rights, responsibilities, democracy and active citizenship.
- Embed the school values of Caring, Collaborative, Curious and Creative through opportunities for discussion, reflection and personal development.
- Equip children with the knowledge, understanding and skills needed for lifelong health, wellbeing, positive relationships and responsible citizenship.

## **3. Intent**

PSHE is a fundamental part of our whole-school approach to personal development, wellbeing, safeguarding and inclusion.



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Our intent is to provide a curriculum that is both emotionally supportive and appropriately challenging, recognising that children develop confidence and resilience through meaningful relationships, opportunities for independence and experiences of overcoming difficulties.

We aim to:

### **Establish emotional safety and belonging**

Provide a supportive, predictable and respectful learning environment where children feel valued, included and confident to participate. Children should know that their feelings matter, their voices are heard and trusted adults are available when support is needed.

### **Develop emotional literacy and regulation**

Teach children to recognise, name and understand emotions, explore their purpose and develop practical strategies for managing emotional responses. Teaching is informed by Zones of Regulation, PACE and Emotion Coaching principles, while encouraging children to develop increasing independence in applying appropriate strategies.

### **Promote resilience and independence**

Help children develop confidence in responding to everyday difficulties, setbacks, disagreement and uncertainty. Learning promotes perseverance, flexible thinking, problem-solving and an understanding that mistakes and challenges can provide opportunities for growth.

### **Develop positive relationships**

Teach children the knowledge and skills needed to form and maintain healthy relationships, communicate respectfully, recognise boundaries, resolve disagreements and repair relationships where appropriate.

### **Encourage critical thinking and curiosity**

Use philosophical enquiry, structured discussion and reflection to develop children's reasoning, questioning, listening and decision-making skills. Children are encouraged to consider alternative perspectives and develop opinions supported by thoughtful reasoning.

### **Prepare children for the digital world**

Develop children's understanding of digital wellbeing, online relationships, privacy, personal information, media influence and the consequences of online behaviour. Teaching promotes safe choices alongside the ability to question information, recognise manipulation and maintain healthy digital boundaries.

### **Promote healthy lifestyles**

Develop an understanding of physical and mental health, including sleep, movement, nourishment, hygiene, rest, connection and emotional wellbeing. Children learn how different aspects of health interact and how everyday choices can support their wellbeing.



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## **Celebrate diversity and promote social responsibility**

Help children appreciate individuality, recognise different experiences and perspectives, understand fairness and equality, and develop the confidence to challenge prejudice, discrimination and injustice.

## **Ensure inclusive and developmentally appropriate provision**

Recognise that children have differing strengths, needs, experiences and stages of emotional development. Teaching is adapted where necessary, without making assumptions about children's personal circumstances.

## **Prepare children for change**

Support children in understanding the physical, emotional and social changes associated with growing up, including puberty, changing relationships and transitions between educational stages.

## **Develop active citizenship**

Promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Children learn that they have rights and responsibilities and that their voices, decisions and actions can make a positive difference to others.

## **Curriculum Organisation**

The curriculum follows an age-appropriate, progressive two-year cycle of Odd and Even Years, with learning sequenced from EYFS to Year 6.

The spiral structure enables children to revisit important concepts with increasing depth, maturity and understanding.

Where statutory teaching must occur at a particular developmental stage, including puberty, menstrual health and preparation for secondary school, additional annual provision ensures that pupils receive essential knowledge at the appropriate time.

The curriculum is responsive to pupils' needs, but additional teaching does not replace planned curriculum progression or statutory content.

## **4. Implementation**

### **4.1 Curriculum Delivery**

PSHE and RSE are delivered through:

- Weekly discrete PSHE lessons following the two-year curriculum cycle, with eight planned core lessons per term.
- Additional sessions and revisiting where necessary to address statutory requirements, emerging needs or important safeguarding themes.
- Cross-curricular links with Science, computing, assemblies, the school values and wider personal development opportunities.
- Teaching approaches that combine explicit knowledge, discussion, philosophical enquiry, practical application and reflection.



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- Consistent opportunities to revisit emotional regulation, healthy relationships, personal safety and decision-making.

Class teachers are ordinarily responsible for delivering PSHE lessons, supported by the PSHE Lead and senior leadership team.

Where additional staff or external providers contribute to provision, the school remains responsible for ensuring that teaching is appropriate, inclusive, accurate and consistent with this policy. Materials and delivery arrangements are reviewed in advance.

### 4.2 Consistent Lesson Structure

PSHE lessons follow a consistent structure designed to support emotional safety, engagement, understanding and reflection.

#### **Check-in**

An opportunity for children to recognise and reflect on their current emotional state. Children may participate verbally, visually or privately. They are not required to disclose personal experiences.

#### **Vocabulary Anchor**

Explicit teaching of important vocabulary, ensuring children understand key concepts and can use language accurately when discussing emotions, relationships, health and safety.

#### **Story or Stimulus**

A carefully selected text, story, video, poem, image or real-world example provides a shared context for learning. Stimuli are chosen to support engagement and critical thinking without requiring children to discuss personal experiences.

#### **Enquiry and Discussion**

Children explore an open-ended question, consider different perspectives, justify ideas and listen respectfully to others.

#### **Creative or Interactive Activity**

Opportunities to apply knowledge through discussion, problem-solving, scenario analysis, sorting, drawing, writing, role-play or collaborative activities.

#### **Regulation Strategy**

Children learn and practise practical approaches to managing emotions, responding to challenges and seeking support. Strategies are introduced as useful tools rather than expectations that children must always feel calm.

#### **Reflection Circle**

Children consider what they have learned, how their thinking may have developed and how the knowledge might be applied to real-life situations.



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### **Affirmation or Closing Anchor**

Lessons conclude with a short, memorable statement or reflection reinforcing the central learning. Regulation and co-regulation may be used throughout a lesson whenever needed, rather than being restricted to a particular stage.

### **4.3 Relational and Emotionally Informed Teaching**

At New Mills Primary School, relationships are central to effective teaching and learning.

Our approach recognises that children are more able to engage, participate and take appropriate risks in their learning when they experience trusting relationships and feel emotionally safe.

Staff use principles informed by PACE (Playfulness, Acceptance, Curiosity and Empathy), Emotion Coaching and Zones of Regulation.

These approaches support adults in understanding children's emotional responses and providing appropriate guidance.

We recognise that emotions are a normal part of human experience, including frustration, sadness, disappointment, worry and anger.

The purpose of emotional education is not to eliminate uncomfortable emotions or expect children to remain calm at all times. Instead, children learn to understand their feelings, recognise how emotions may influence behaviour and develop strategies for responding safely and constructively.

Staff support children in distinguishing between feelings, which are valid, and behaviours, for which appropriate expectations and boundaries remain important.

Adults model calm communication, respectful disagreement, problem-solving and repairing relationships.

As children mature, increasing emphasis is placed on independently recognising emotions, evaluating choices, managing everyday challenges and applying appropriate strategies.

Co-regulation remains available when children need adult support, while opportunities for independence are deliberately developed.

### **4.4 Resilience, Challenge and Independence**

Our curriculum recognises that resilience develops through experience, support, reflection and opportunities to overcome difficulties.

Children are encouraged to:

- Recognise that challenges, setbacks and mistakes are normal parts of learning and growing up.
- Develop confidence in approaching unfamiliar or uncomfortable situations.
- Use problem-solving strategies when difficulties arise.
- Understand that feelings such as worry, frustration and disappointment can be managed.
- Develop flexible thinking and consider alternative solutions.
- Resolve everyday disagreements through respectful communication.
- Take increasing responsibility for decisions and actions.
- Recognise when they can manage independently and when additional support is appropriate.

Staff balance emotional support with appropriate expectations and challenge.

Our approach does not expect children to suppress emotions, conceal difficulties or manage unsafe situations independently.

Instead, we seek to develop confident, capable children who understand their emotions and have the knowledge, strategies and relationships needed to navigate challenges.



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### **4.5 Relationships, Boundaries and Personal Safety**

Children are taught to recognise the characteristics of positive, healthy relationships and understand the importance of kindness, empathy, honesty, mutual respect and trust.

Learning includes friendship, family relationships, personal boundaries, privacy, permission, disagreement, conflict resolution and seeking help.

Children learn to distinguish between ordinary relationship difficulties and situations involving bullying, coercion, unsafe behaviour or abuse.

They are taught that they have a right to feel safe, to communicate boundaries and to seek support when something is wrong.

Teaching emphasises that children are not responsible for managing the unsafe behaviour or emotional reactions of others.

Where disagreements occur, children are encouraged to reflect on intentions, actions and impact, and to understand how relationships can be repaired where it is safe and appropriate.

### **4.6 Physical Health and Mental Wellbeing**

Health teaching recognises the connections between physical health, mental wellbeing, relationships and everyday routines.

Children learn about sleep, movement, rest, nourishment, hydration, hygiene, emotional wellbeing and access to support.

Teaching promotes positive habits while avoiding judgement about children's bodies, food choices, health needs or family circumstances.

Children learn that healthy bodies can look different and that individuals may have different physical, emotional and developmental needs.

Mental wellbeing is taught as an important aspect of everyday health.

Children develop knowledge of common emotions, strategies for managing worries, maintaining positive relationships and recognising when additional help may be needed.

The curriculum does not assume that ordinary emotional discomfort indicates a mental health difficulty. However, children are taught to recognise when worries or distress may require support from trusted adults or appropriate professionals.

### **4.7 Digital Safety and Wellbeing**

Digital education is an essential part of our PSHE curriculum.

Children are growing up in a world where digital technology influences communication, friendships, recreation, identity and access to information.

Teaching enables children to recognise both the benefits and risks of digital environments.

Progression includes:

- EYFS: Simple safe choices, recognising worry or confusion and seeking help from a trusted adult.
- KS1: Foundations of online safety, kindness, safe communication, reporting worries and recognising inappropriate behaviour.
- LKS2: Digital habits, privacy, permission, personal information, password protection, the sharing of images and the effects of technology on sleep, attention and relationships.
- UKS2: Digital identity, media influence, peer pressure, harmful behaviour, privacy, digital traces, consequences and responsibility.



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Children are taught that deleting digital material does not necessarily remove all copies or traces. Information may remain in screenshots, backups, cloud storage, recipients' devices or platform records. Deleted material can sometimes be recovered, including through forensic examination, and may be relevant to an investigation.

Teaching is accurate, balanced and proportionate to children's ages and experiences.

We aim to develop children who are thoughtful, critical and responsible digital citizens, rather than creating unnecessary fear about technology.

Children are consistently reminded that they can seek help if something happens online, including when they have made a mistake.

### **4.8 Puberty, Developing Bodies and Sex Education**

Children receive age-appropriate teaching about their bodies, personal boundaries, privacy, growing up and physical and emotional changes.

Puberty and menstrual health are taught in Key Stage 2 in sufficient time to prepare children for changes, with earlier teaching provided where necessary.

All pupils receive relevant core knowledge about puberty and menstrual health. Teaching may be adapted or delivered through additional groups where appropriate, without denying pupils access to essential information.

Learning about relationships, body privacy, personal boundaries and puberty is distinguished from any additional primary sex education.

Where the school proposes to provide sex education beyond statutory Relationships Education, Health Education and National Curriculum Science, the content, year groups, timing and materials will be identified separately, shared with parents and subject to the school's consultation and approval procedures.

Year 6 transition and other necessary statutory or safeguarding sessions are planned annually rather than being delayed by the two-year teaching cycle.

### **5. Assessment and Monitoring**

Assessment in PSHE focuses on children's developing knowledge, understanding, skills and ability to apply learning.

Assessment is primarily formative and takes place through discussion, philosophical enquiry, reflection, scenario-based learning, creative activities and teacher observation.

Progress is considered through three interconnected lenses.

#### **Knowledge**

What children know and understand about emotions, relationships, health, personal safety, rights, responsibilities and citizenship.

#### **Skills**

How children apply knowledge through communication, decision-making, problem-solving, emotional regulation, critical thinking and appropriate responses to different situations.

#### **Character**

How children explore and develop empathy, respect, responsibility, honesty, resilience, fairness and consideration for others.



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Assessment recognises that emotional development is not always linear and that children may demonstrate understanding in different ways.

Children are not assessed on their willingness to disclose personal experiences, their ability to appear calm or their readiness to share emotions publicly.

Teachers use a range of accessible assessment methods to ensure that pupils with different communication, learning and emotional needs can demonstrate understanding.

### **Monitoring and Evaluation**

The Headteacher and PSHE Lead monitor curriculum coverage, progression, teaching quality and pupil understanding.

Monitoring includes:

- Reviewing medium-term planning and curriculum coverage.
- Evaluating the progression of knowledge and skills across year groups.
- Gathering pupil voice through age-appropriate discussion and feedback.
- Reviewing examples of learning and teacher assessment.
- Evaluating the accessibility and inclusivity of teaching.
- Identifying any gaps in statutory coverage or necessary additional teaching.
- Considering relevant wellbeing, behaviour and safeguarding information without treating these as direct measures of individual PSHE attainment.

Coverage is reviewed alongside the statutory requirements for Relationships Education and Health Education, the EYFS framework and relevant Science and computing teaching.

The effectiveness of the curriculum is evaluated annually through staff reflection, pupil feedback, parental engagement and information about the school's wider approach to personal development.

### **6. Impact**

By the end of Key Stage 2, we intend that pupils at New Mills Primary School will:

#### **Understand themselves**

Recognise, communicate and reflect upon their emotions, strengths, needs and developing identity.

#### **Demonstrate emotional literacy**

Understand that emotions are normal and purposeful, and draw upon appropriate strategies to manage feelings and respond to challenges.

#### **Develop resilience and independence**

Approach everyday difficulties, uncertainty and setbacks with increasing confidence, flexibility and perseverance, recognising when additional support is needed.

#### **Build positive relationships**

Demonstrate kindness, empathy, respectful communication and an understanding of healthy relationships, personal boundaries and consent.



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### **Make informed decisions**

Use knowledge and critical thinking to evaluate situations, recognise risks and make increasingly responsible choices.

### **Navigate the digital world safely**

Understand the opportunities and challenges of technology and demonstrate awareness of privacy, digital wellbeing, media influence and online responsibility.

### **Value diversity and equality**

Respect individual differences, recognise prejudice and unfairness, and understand their responsibility to treat others with dignity.

### **Demonstrate strong communication and reasoning**

Express ideas confidently, listen actively, justify opinions, question assumptions and engage in respectful disagreement.

### **Understand health and wellbeing**

Recognise the importance of physical health, mental wellbeing, positive relationships and healthy everyday routines.

### **Develop a sense of agency**

Understand that their voices, decisions and actions matter, and that they can contribute positively to their communities.

### **Demonstrate our school values**

Apply Caring, Collaborative, Curious and Creative thinking to relationships, decision-making, learning and personal development.

### **Prepare confidently for secondary education**

Approach the next stage of education with the knowledge, understanding and increasing independence needed to navigate new experiences, responsibilities and relationships.

Our ultimate aim is for children to leave New Mills Primary School as confident, compassionate, thoughtful and increasingly independent young people who understand themselves, value others and feel equipped to navigate the opportunities and challenges ahead.

### **7. Oracy and Critical Thinking Through Philosophy for Children (P4C)**

Philosophical enquiry and purposeful dialogue are central features of our PSHE curriculum.

We believe that children should not simply be taught what to think, but supported to develop the knowledge, reasoning and confidence to think carefully for themselves.

P4C-style enquiry encourages children to explore questions that may not have a single straightforward answer.



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Through structured discussion, children learn to:

- Ask meaningful questions and explore ideas.
- Express opinions clearly and confidently.
- Explain and justify their reasoning.
- Listen carefully to different perspectives.
- Recognise that reasonable people may disagree.
- Challenge ideas respectfully without attacking individuals.
- Reflect upon and, where appropriate, reconsider their own thinking.
- Recognise the importance of fairness, empathy and responsibility.
- Explore ethical and social questions with curiosity and sensitivity.

Enquiry questions are connected to curriculum content, including friendship, fairness, identity, responsibility, boundaries, digital behaviour and wellbeing.

Examples include:

- What makes someone a good friend?
- Is it always easy to do the right thing?
- Can something be fair without being equal?
- Are all uncomfortable feelings bad?
- What does it mean to be responsible?
- How do we know when to ask for help?
- Can we disagree and still respect each other?
- Does having a choice mean we should always make it?

Teachers facilitate discussions through questioning, modelling, clarification and appropriate challenge. Participation is supported through sentence stems, visual prompts, paired discussion, wait time and alternative methods of expression.

Where political or contested issues arise, teaching remains age-appropriate and politically impartial. P4C does not replace explicit teaching of factual knowledge, safeguarding information or legal expectations. Instead, it strengthens children's ability to understand, evaluate and apply that knowledge thoughtfully.

### **8. Inclusion and Equal Opportunities**

At New Mills Primary School, we recognise that every child is an individual, with different strengths, experiences, interests and needs.

Our PSHE curriculum is designed to be inclusive and accessible to all pupils.

We do not assume that children have experienced adversity or emotional difficulties, nor do we assume that children who appear confident or successful do not require emotional support.

We recognise that all children benefit from developing emotional understanding, positive relationships, resilience, independence and the ability to seek help.

Teaching is adapted appropriately for pupils with special educational needs and disabilities (SEND), social, emotional and mental health needs (SEMH), or English as an additional language (EAL).

Adaptations may include:

- Accessible language and explicit vocabulary teaching.
- Visual supports and Widgit-style symbols where appropriate.



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- Repetition, modelling and structured explanations.
- Alternative methods of participation and communication.
- Additional processing time and differentiated discussion opportunities.
- Carefully selected scenarios and teaching materials.
- Targeted adult support where required.
- Opportunities for reflection through drawing, writing, speaking or practical activities.

Teaching materials reflect and respect differences in race, sex, disability, religion or belief, family structure and other relevant protected characteristics. Different family structures and experiences are represented positively and sensitively. Children are never required to share personal information or disclose experiences as part of PSHE learning.

Sensitive content is generally explored through fictional examples, stories or appropriately selected scenarios.

Pupils have a right to pass on personal reflection and discussion activities, although teachers continue to provide accessible opportunities for all children to learn the essential curriculum knowledge. Trusted adults and additional support remain available for pupils who need them.

Our aim is to ensure that every child feels a sense of belonging while also being appropriately challenged and supported to develop increasing independence.

### **9. Safeguarding and Confidentiality**

PSHE contributes to the school's safeguarding culture by providing children with the knowledge, vocabulary, confidence and understanding needed to recognise concerns, communicate boundaries and seek help.

Teachers establish clear ground rules for respectful discussion before teaching sensitive topics.

Children are encouraged to explore issues through fictional situations rather than personal disclosure.

Staff are alert to the possibility that PSHE teaching may prompt questions, worries or disclosures relating to safeguarding concerns.

All staff follow the school's Safeguarding and Child Protection Policy and the requirements of Keeping Children Safe in Education 2026.

Staff must not promise confidentiality where information suggests that a child may be at risk of harm.

Safeguarding concerns and disclosures are reported promptly to the Designated Safeguarding Lead or appropriate safeguarding staff in accordance with school procedures.

Teaching about safety, abuse, bullying, consent and harmful behaviour is developmentally appropriate and proportionate.

We aim to equip children with knowledge and confidence without creating unnecessary fear or suggesting that harmful experiences are inevitable.

Children are taught that:

- They have a right to feel safe.
- Their bodies and personal boundaries deserve respect.



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- They can communicate when something feels uncomfortable or unsafe.
- They can seek help from trusted adults.
- Unsafe or abusive behaviour is never the responsibility of the child experiencing it.
- Asking for help is an appropriate and responsible action.

Questions are answered accurately, sensitively and in a developmentally appropriate way.

If a question goes beyond the planned curriculum, teachers consider the child's age, the context, the school's safeguarding responsibilities and whether a private follow-up is more appropriate.

Where questions relate to primary sex education content that is not part of the school's planned provision, teachers provide an appropriate response without introducing unplanned explicit teaching to the whole class. Any necessary individual support or safeguarding response is provided in accordance with school procedures.

Parents are involved where appropriate, taking account of the child's safety and the school's safeguarding responsibilities.

### **10. Parental Engagement**

At New Mills Primary School, we recognise parents and carers as children's first and most important educators.

Our PSHE curriculum builds upon the values, experiences and relationships established at home, working in partnership with families to support children's personal, social and emotional development.

Our approach is designed for all children.

It does not assume that pupils have experienced trauma or have emotional or mental health difficulties. Instead, it recognises that understanding emotions, developing resilience, building positive relationships and learning to make independent decisions are important aspects of growing up.

Through age-appropriate learning, we aim to help children become confident in managing everyday challenges, comfortable asking for support when needed and increasingly capable of making thoughtful choices about their wellbeing and relationships.

Our approach combines emotional understanding with encouragement, appropriate expectations and opportunities for independence.

We recognise that children benefit from learning how to manage disappointment, resolve disagreements, respond to uncertainty and work through difficulties with increasing confidence.

Our curriculum supports this development while recognising that children mature at different rates and may require differing levels of adult guidance.

We are committed to open, respectful communication with parents and carers.

### **11. Policy and Curriculum Information**

- The PSHE and RSE Policy and curriculum overview are published on the school website.
- A copy of the policy is available free of charge on request.
- Parents and carers are consulted when the policy is developed or reviewed.
- Parents and carers can request to view curriculum materials, including resources used by external providers where applicable.
- The school communicates information about sensitive topics and any additional primary sex education in advance.
- Feedback and questions from parents are welcomed and considered respectfully.



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### **Relationships Education and Health Education**

Relationships Education and Health Education are statutory components of primary education.

Parents cannot withdraw children from these subjects or from National Curriculum Science.

This includes relevant statutory teaching about relationships, personal safety, boundaries, puberty and menstrual health.

### **12. Additional Primary Sex Education**

Where the school proposes to provide sex education beyond statutory Relationships Education, Health Education and National Curriculum Science, the proposed content, year groups, timing and teaching materials will be clearly identified and communicated to parents.

Parents will be consulted in accordance with statutory guidance, and any additional provision will be subject to appropriate school and governing body approval.

Parents have the right to request that their child is withdrawn from some or all additional primary sex education that falls outside National Curriculum Science.

The Headteacher must grant such a request.

Before withdrawal takes place, parents will be offered an opportunity to discuss the curriculum content and purpose so that they can make an informed decision.

Requests will be recorded and appropriate, purposeful alternative education will be provided during any withdrawal.

Teaching relating to positive relationships, personal boundaries, consent, body privacy and statutory puberty education is not automatically classified as additional primary sex education.

### **Partnership with Families**

We value the important contribution that families make to children's emotional wellbeing, confidence and independence.

Our intention is not to prescribe a particular parenting approach or replace the guidance and values provided at home.

Instead, our curriculum offers children a shared language, accurate knowledge and practical strategies that complement their experiences beyond school.

Through positive relationships between home and school, we aim to support children in becoming caring, confident, resilient and responsible members of their communities.

### **13. Statutory Compliance**

This policy has been developed with reference to the following legislation and statutory guidance:

- Early Years Foundation Stage statutory framework, effective September 2026.
- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance published July 2025 and effective from 1 September 2026.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Education Act 2002, including sections 78 and 80A.
- Education Act 1996, including section 403.
- Children and Social Work Act 2017.
- Equality Act 2010.
- Keeping Children Safe in Education 2026.
- Relevant statutory National Curriculum requirements for Science and computing.



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The policy also supports the school's responsibilities under the current Ofsted Education Inspection Framework and school inspection toolkit.

Inspection guidance is distinct from legislation and statutory curriculum guidance.

The governing body, Headteacher and PSHE Lead ensure that curriculum provision is reviewed against applicable statutory requirements.

### **14. Policy Review**

This policy will be reviewed annually by the PSHE Lead and senior leadership team.

The review will consider:

- Changes to statutory guidance and legislation.
- Evaluation of curriculum coverage, progression and impact.
- Pupil voice and feedback.
- Staff reflection and evaluation.
- Feedback from parents and carers.
- Relevant pupil wellbeing, behaviour and safeguarding information.
- Developments in digital safety, health education and wider personal development.
- The accessibility and inclusivity of teaching.
- The effectiveness of the curriculum in supporting emotional understanding, resilience, independence and positive relationships.

The governing body is responsible for approving the policy.



# New Mills Primary School PSHE and RSE Policy - Appendix 1

The tables show the contribution of PSHE to statutory Relationships Education and Health Education, with EYFS foundations developed through Personal, Social and Emotional Development and other areas of learning.

Wider citizenship themes support PSHE but do not replace statutory content. Even-year autumn units: EYFS, Belonging and Me; KS1, Friendship, Bullying and Kindness; LKS2, Healthy Choices and Digital Life; UKS2, Health, Identity and Digital Life.

The even-year column below records autumn teaching. Further even-year themes are listed separately for development and mapping as spring and summer plans are completed. Odd-year coverage summarises teaching across the cycle.

| DfE RSHE Curriculum Content         | Odd Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Even Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Relationships and Being Safe</b> | <p><b>EYFS:</b> Belonging, families, routines and safe adults. Kindness and community. Personal safety, safe and unsafe touch. Identity and pride in oneself.</p> <p><b>KS1:</b> Fairness, turn-taking, respectful disagreement and words. Different families. Repairing relationships, leadership, kindness and strong friendships. Emotional and physical safety; seeking help.</p> <p><b>LKS2:</b> Kindness, honesty, empathy and responsibility. Conflict resolution and mutual respect. Emotional and physical rights, boundaries and speaking up. Recognising unsafe situations and seeking help.</p> <p><b>UPKS2:</b> Respectful relationships, peer influence, stereotypes and equality. Prejudice, allyship, fair use of power and whose voices are heard. Body privacy, boundaries and help-seeking.</p> | <p><b>EYFS:</b> School belonging and trusted people. Kind friendship and the effect of our actions. Recognising feelings. Calm and safety. Asking for help with worries. Safe choices. Fair problem-solving. Uniqueness and belonging.</p> <p><b>KS1:</b> Reciprocal friendship, disagreement and repair, intention and impact, recognising bullying, reporting and safe support, inclusion, kindness and a caring class community.</p> <p><b>LKS2:</b> Relationships and connection as part of health. Respect for others without judging their food choices. Privacy and permission when sharing. Trusted support with information and accounts.</p> <p><b>UPKS2:</b> Independence with help and support. Respect for different bodies and needs. Coping with others' support. Privacy and respecting others' information. Responding to online harm. Responsibility and repair.</p> |



## New Mills Primary School PSHE and RSE Policy - Appendix 1

| DfE RSHE Curriculum Content                | Odd Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Even Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Digital Safety and Online Wellbeing</b> | <p><b>EYFS:</b> Safe adults and help-seeking provide foundations for online safety.</p> <p><b>KS1:</b> Staying safe online.</p> <p><b>LKS2:</b> Recognising unsafe digital situations. Knowing that pupils can say no, move away and seek help.</p> <p><b>UPKS2:</b> Sources of beliefs and deliberate persuasion. Stereotypes and gendered media messages. Influencers, popularity, peer pressure and harmful influence. Responsibility for the messages we share and using our voice respectfully.</p> | <p><b>EYFS:</b> Smartie the Penguin: simple online and offline safe choices, recognising worry or confusion, and asking a trusted adult for help.</p> <p><b>KS1:</b> Friendship, bullying, reporting and respectful choices provide foundations. Dedicated online safety teaching is mapped separately from this autumn unit.</p> <p><b>LKS2:</b> Technology's benefits and effects on sleep, movement, focus and relationships. Images and information travelling beyond their intended audience; privacy and permission . Passwords, personal information and account protection. Online and offline balance.</p> <p><b>UPKS2:</b><br/>Digital habits, attention and boundaries. Copies, sharing and digital traces after deletion. Distinguishing unsafe choices, broken rules and potentially unlawful behaviour; reporting harm. Considering short- and longer-term consequences and protecting the future self.</p> |



# New Mills Primary School PSHE and RSE Policy - Appendix 1

| DfE RSHE Curriculum Content | Odd Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Even Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Health and Wellbeing</b> | <p><b>EYFS:</b> Recognising, naming and communicating feelings. Calming and co-regulation strategies. Kindness and safe hands and feet.</p> <p><b>KS1:</b> Emotional and physical safety. Recognising overwhelm and seeking help.</p> <p><b>LKS2:</b> Emotional responses, triggers, dysregulation and self-regulation. Relational safety, emotional and physical rights.</p> <p><b>UPKS2:</b> Mental health, pressure, coping strategies and safe relationships. Drugs, alcohol, vaping and basic first aid are mapped to their additional sessions.</p> | <p><b>EYFS:</b> Recognising others' feelings. Calm and safe people, places and strategies. Worries and asking for help. Breathing, co-regulation and affirmations practised throughout the unit.</p> <p><b>KS1:</b> Emotional skills within friendship, disagreement, repair and bullying. Regulation practised throughout. Physical health topics are mapped separately from this autumn unit in Science.</p> <p><b>LKS2:</b> Physical health, mental wellbeing and connection. Healthy habits and sleep. Nourishment, enjoyment, culture and connection without food judgement. Strategies for mental wellbeing. Healthy digital habits and balanced routines and relationships.</p> <p><b>UPKS2:</b> Increasing responsibility with support. Sleep, movement, rest and recovery. Food and body respect, different needs and avoiding guilt. Coping, overwhelm and seeking support. Digital wellbeing and boundaries. Decisions that protect future wellbeing.</p> |

## Further Even Year Coverage to Develop and Map

The following themes guide further even-year planning. They are mapped to the relevant medium-term plans and annual sessions as these are completed: EYFS: families and community; personal safety, body boundaries and safe and unsafe touch; growing, change and new starts. KS1: families, communities, rules and belonging; growing and changing; healthy eating, movement, sleep, germs and hygiene; safe people, places and choices; secrets and surprises; online safety. LKS2: community, rules and democracy; equality and equity, respect for difference and stereotypes; growing, changing and relationships; risk, peer influence, assertive communication and boundaries; drugs, alcohol and vaping awareness; hydration and healthy routines. UKS2: society, rights and responsibility; citizenship and environmental responsibility; relationships and communication; puberty, menstrual health and body confidence.



## New Mills Primary School PSHE and RSE Policy - Appendix 1

| DfE RSHE Curriculum Content      | Developing Bodies and Sex Education: Odd Year and Even Year                                                                                                                                                                                                                                                                                 |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing bodies and puberty    | Age-appropriate body vocabulary, privacy and boundaries; growth and physical and emotional changes; puberty, menstrual health and hygiene. Teach in KS2 in time to prepare pupils for changes, with earlier teaching where needed. Revisit or supplement annually so that the cycle does not delay essential knowledge.                     |
| Additional primary sex education | Any additional sex education is identified separately, with content, year group, timing and materials shared following parent consultation and governor agreement. Parents have a right to withdraw from this teaching. Relationships, personal boundaries, consent, body privacy and puberty are not classified as optional sex education. |

### Annual Supplementary Teaching

Annual planning reviews the needs of each cohort and identifies additional sessions alongside the core curriculum. The school records the teaching year, lesson content, statutory strand and delivery date in its coverage audit.

Preparation for secondary school and managing transition in Year 6.

Puberty and menstrual health, including timely preparation and access to support.

Personal safety and basic first aid, **additional First Aid course provided in Year 1 and Year 5.**

Year 6 digital safeguarding, including privacy, pressure and seeking help; specific teaching on nude or semi-nude images is mapped explicitly when planned.

Any additional sex education agreed through the school's consultation and policy process.



# New Mills Primary School PSHE and RSE Policy - Appendix 2

LKS2: PHSE: Odd Year: Autumn Term: Leadership, Conflict, Power: Emotional Regulation

| Lesson Structure             | Lesson 5                                                                                                                                                                              | Lesson 6                                                                                                                                                                     | Lesson 7                                                                                                                                                                                                         | Lesson 8                                                                                                                                                                                 |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | What can I do to stay safe when someone else is out of control?                                                                                                                       | How can I tell if a relationship or situation feels unsafe - online or offline?                                                                                              | What are my rights, and how can I ask for help when they're not being respected?                                                                                                                                 | How do I care for and protect other people's boundaries, feelings, and rights?                                                                                                           |
| Session Focus                | To help children notice signs that someone else is dysregulated and take safe, appropriate steps to protect themselves - without taking responsibility for another person's emotions. | To support children in recognising when a person, place, interaction or digital space feels unsafe - and to know they are always allowed to say no, walk away, or seek help. | To help children recognise their emotional and physical rights, understand when those rights are not being respected, and know how and who to ask for help - even in challenging or power-imbalanced situations. | To help children recognise that respecting others' feelings, boundaries, and rights is part of being a safe and caring friend - and that good relationships are built on mutual respect. |
| Regulation Technique         | Regulation Strategy Practice: "Step Back and Breathe"                                                                                                                                 | Regulation Strategy Practice: Ground & Tell                                                                                                                                  | Regulation Strategy Practice: "Say Something Safe"                                                                                                                                                               | Regulation Strategy Practice: Pause & Check Respect                                                                                                                                      |
| Stimulus Story/ Prompt       | Story: "Tyler's Storm" (See planning)                                                                                                                                                 | "The Trouble with Secrets" by Karen Johnson                                                                                                                                  | "Say Something" by Peter H. Reynolds                                                                                                                                                                             | "Don't Hug Doug (He Doesn't Like It)" by Carrie Finison                                                                                                                                  |
| Enquiry Question             | Enquiry Circle: What can I do to stay safe when someone else is out of control?                                                                                                       | Enquiry Circle: How can I tell if a relationship or situation feels unsafe - online or offline?                                                                              | Enquiry Circle: What are my rights, and how can I ask for help when they're not being respected?                                                                                                                 | Enquiry Circle: How do I care for and protect other people's boundaries, feelings, and rights?                                                                                           |
| Creative/ Reflective Element | Interactive Activity: Safe or Unsafe Responses?                                                                                                                                       | Interactive Activity: Safe, Unsafe, Unsure Sorting                                                                                                                           | Interactive Activity: Who Can Help Me?                                                                                                                                                                           | Interactive Activity: Respect Role Play                                                                                                                                                  |
| Closing Anchor               | Close with class mantra: "I can notice. I can choose. I can stay safe."                                                                                                               | End with the group mantra: "My feelings matter. I can get help. I can stay safe."                                                                                            | End with the group mantra: "I have rights. I can speak up. I can ask for help."                                                                                                                                  | End with group mantra: "I notice. I respect. I care."                                                                                                                                    |



# New Mills Primary School PSHE and RSE Policy - Appendix 3

LKS2 PSHE | Autumn Term – Lesson 5

Unit Theme: Self-Regulation and Relational Boundaries

Enquiry Question: What can I do to stay safe when someone else is out of control?

Core Concept: Building relational safety by recognising when others are dysregulated, knowing it's not our job to fix them, and using clear safety steps to protect our own body and emotions.

Learning Objective

To help children notice signs that someone else is dysregulated and take safe, appropriate steps to protect themselves - without taking responsibility for another person's emotions.

Core Story

Tyler's Storm (custom narrative provided in lesson)

A child-friendly story about emotional overwhelm, peer boundaries, and relational safety.

Key Vocabulary

Dysregulated, safe, unsafe, boundary, responsibility, reaction, step back, call for help

Resources

- Printed copy of Tyler's Storm
- Zones of Regulation chart
- "Safety Steps" poster or anchor chart
- Prompt cards: safe/unsafe responses
- Scenario cards (everyday relational upsets)
- Calm corner visuals or co-regulation strategy cards
- Imaginary "safety bubble" visuals or hula hoops for space practice

Lesson Outline

1. Emotion Check-In (5 mins)

- Use Zones chart to check in

Ask:

- "Has anyone been around someone who felt very upset or angry this week?"
- "How did you feel in your own body when that happened?"

Reassure: It's okay to feel confused, scared, or unsure when others lose control.

2. Story Time: Tyler's Storm (7–10 mins)

Read aloud the story of Tyler's Storm - a child who becomes emotionally overwhelmed in class, and a friend who chooses safety over fixing.

Stop to ask:

- "How could Max tell that Tyler was dysregulated?"



## New Mills Primary School PSHE and RSE Policy - Appendix 3

- “What did Max do to stay safe?”
- “Did Max help Tyler by staying calm and getting an adult?”

Reinforce: You are not responsible for fixing someone else’s storm.

### 3. Mini-Teach: Relational Safety Steps (7–10 mins)

Build a shared anchor chart or use a visual poster. Teach four safety steps:

- Notice - What signs is the other person showing?
- Step back - Give them space.
- Call for help - Find a safe adult.
- Don’t take it personally - It’s not your fault.

Optional metaphor: “You can’t stop someone else’s storm - but you can move out of the rain.”

Use Zones visual to connect emotional dysregulation with external behaviours (e.g., raised voice, clenched fists, pacing, slamming).

### 4. Regulation Strategy Practice: “Step Back and Breathe” (5 mins)

Teach a co-regulation strategy children can use when someone else is dysregulated:

- Take two steps away
- Ground feet into the floor
- Breathe in for 3, out for 4
- Repeat to self: “I can be calm, even if they’re not.”

Practise together. Use it as a transition tool when things feel emotionally unsafe.

### 5. Enquiry Circle: What can I do to stay safe when someone else is out of control? (5 mins)

Bring the class together and pose the enquiry question clearly and reflectively: “What can I do to stay safe when someone else is out of control?”

Encourage children to share practical ideas they’ve learned in the lesson:

- “Step back and give space.”
- “Call for help from an adult.”
- “Breathe and remind myself I’m not in charge of their feelings.”

Affirm responses that show:

- Recognition of personal boundaries
- Safety-first thinking
- Compassion without over-responsibility

### 6. Interactive Activity: Safe or Unsafe Responses? (12–15 mins)

Use small-group scenario cards such as:

- “Your friend starts shouting at you”
- “Your sibling throws a toy when angry”
- “Someone knocks into you and blames you”

Children:

- Identify the other person’s signs of dysregulation
- Choose a safe response (using safety step visuals)
- Act it out using role-play or freeze frame

Discuss which responses help protect their body and emotions.



## 7. Reflection Circle (5 mins)

- Ask: "What do you now know about staying safe when someone else is out of control?"
- "Is it ever your job to fix someone else's storm?"
- Close with class mantra:
- "I can notice. I can choose. I can stay safe."

## Trauma-Informed Teaching Notes

- Validate children who may feel responsible for others' emotions at home
- Be cautious of emotional disclosure - offer private drawing or quiet options
- Avoid labelling the dysregulated child as "bad" - focus on behaviour, not identity
- Normalise stepping back as a powerful, caring act - not a betrayal

## Assessment for Learning

- Can children name at least two warning signs that someone else is dysregulated?
- Can they explain a safe, calm step they could take in that moment?
- Are they beginning to understand personal boundaries in emotionally unsafe situations?

## Tyler's Storm

A short story for LKS2 exploring emotional dysregulation, relational boundaries, and personal safety.

Tyler used to feel like a calm sea. He liked things to be quiet and smooth. He liked to know what would happen next. But lately... his sea felt stormy. This morning, Tyler forgot his reading book. Then he spilled milk on his jumper. At breaktime, someone laughed when he dropped the football. Tyler's tummy felt tight. His fists squeezed without him thinking. His chest felt like a volcano trying to stay shut. Max was sitting near Tyler during handwriting. Suddenly, Tyler growled - then slammed his pencil down. Max jumped. The class went quiet. Tyler's eyes looked sharp. His body looked fast. He stood up so quickly his chair clattered backwards. Max wanted to help. He liked Tyler. Tyler was usually kind. But Max remembered something his teacher had said: "You can't calm someone else's storm - but you can step out of the rain." Max slowly slid his chair back. He took two steps away from Tyler. He kept his voice soft and steady. "I'm going to get an adult," he whispered to the nearest friend. "Tyler looks overwhelmed."

Miss Patel came quickly. She gently guided Tyler away. He didn't look at anyone. His hands were shaking. Max stayed back. His heart was still thumping, but his body felt steady now. He knew he'd made a safe choice. Later that day, Tyler came to find Max. His face was quiet. His eyes were soft again. "Sorry I scared you," Tyler said. "My body felt out of control. I didn't mean to snap." Max nodded. "It's okay. I didn't try to fix it - but I didn't run away either." Tyler smiled, just a little. Max smiled back. Storms come. Storms pass. We can't stop them for other people. But we can step back. We can stay safe. We can wait for the calm.

## Suggested Prompts for Enquiry or Follow-Up Discussion:

- What helped Max stay safe?
- Did Max help Tyler - even though he didn't speak to him directly?
- Have you ever seen someone have a "storm" like this? What did your body feel like?
- What could have happened if Max had shouted, or tried to hold Tyler back?