Hadrian Park Primary School

PSHE, Relationships, Health and Sex Education Policy

Sept 2026 to be reviewed Sept 2027

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1. Statement of Intent

At Hadrian Park Primary School, we believe that high-quality PSHE education plays a fundamental role in preparing children for life both within and beyond school.

Our PSHE curriculum enables pupils to develop the knowledge, skills, language, attitudes and behaviours they need to:

- understand themselves and others;
- build and maintain positive relationships;
- recognise and respect boundaries;
- understand their rights and responsibilities;
- keep themselves and others safe;
- recognise when something is not right;
- seek help and know who can support them;
- develop physical and mental wellbeing;
- understand and manage emotions;
- develop resilience and self-respect;
- make informed and responsible choices;
- understand difference and challenge prejudice;
- develop media literacy and digital resilience;
- understand money, work and future aspirations;
- understand growing, changing and preparing for the next stage of their lives.

We recognise that children learn about relationships, health, safety and personal development from a range of sources, including home, school, peers, media and the wider community. Our curriculum therefore provides a safe, consistent and carefully sequenced framework through which pupils can develop accurate knowledge and age-appropriate skills.

Relationships Education and Health Education are statutory components of the primary curriculum. Hadrian Park Primary School also provides age-appropriate Sex Education

beyond the statutory Science curriculum where this is considered appropriate for our pupils.

Our curriculum is underpinned by the principles of **kindness, honesty, respect, safety, growth and belonging**, reflecting the school's Golden Rules and our wider expectations for behaviour.

We recognise that children and families have different experiences, backgrounds, cultures, beliefs and circumstances. We teach respectfully and inclusively while maintaining clear safeguarding responsibilities and ensuring that pupils receive accurate, age-appropriate information.

- **2. Policy Aims**

The aims of our PSHE, Relationships, Health and Sex Education curriculum are to ensure that pupils:

1. develop the knowledge and skills necessary to make informed decisions about their wellbeing, health and relationships;
2. understand what healthy and respectful relationships look and feel like;
3. understand that their body belongs to them and that they have a right to personal boundaries and privacy;
4. understand that other people's bodies and boundaries must also be respected;
5. develop appropriate language to communicate feelings, needs, concerns and boundaries;
6. know how and where to seek help;
7. understand that abuse is never the fault of the child;
8. recognise risks in both physical and digital environments;
9. develop resilience and strategies for managing challenges;
10. understand the importance of physical health, hygiene, sleep, nutrition and exercise;
11. develop positive mental health and emotional wellbeing;
12. understand the physical and emotional changes associated with growing and puberty;

13. understand families and relationships in an age-appropriate and inclusive way;
14. recognise and challenge stereotypes, prejudice and discrimination;
15. develop financial awareness and understanding of work and aspirations;
16. become responsible, respectful and active members of their school and wider community.

- **3. Statutory and Legal Framework**

This policy has regard to the following legislation and statutory guidance:

- Education Act 2002;
- Education Act 1996;
- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Equality Act 2010;
- SEND Code of Practice;
- National Curriculum programmes of study;
- DfE statutory guidance: **Relationships Education, Relationships and Sex Education (RSE) and Health Education – for introduction from 1 September 2026**;
- Keeping Children Safe in Education;
- relevant safeguarding guidance;
- statutory Science programmes of study for Key Stages 1 and 2.

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- SEND Policy;

- Inclusion Policy;
- Equality, Equity, Diversity and Inclusion Policy;
- Online Safety Policy;
- Computing Policy;
- Science Policy;
- Mental Health and Wellbeing/SEMH Policy;
- Attendance Policy;
- Peer-on-Peer Abuse Policy;
- Complaints Policy;
- Staff Code of Conduct.

The revised DfE RSHE guidance is statutory guidance. The school will have regard to it when planning and delivering PSHE, Relationships Education, Health Education and Sex Education.

- **4. Our PSHE Curriculum at Hadrian Park Primary School**

PSHE is taught as a planned, progressive and spiral curriculum from Reception to Year 6.

At Hadrian Park Primary School, our curriculum is organised around nine core strands:

- **1. Families and Relationships**

Pupils learn about:

- families and people who care for them;
- friendships;
- positive relationships;
- kindness;
- respect;
- trust;
- managing conflict;

- resolving disagreements;
- recognising unhealthy relationships;
- seeking help;
- different family structures;
- stereotypes and expectations within relationships.
- **2. Belonging to a Community**

Pupils learn about:

- belonging;
- community;
- rules and responsibilities;
- helping others;
- respecting difference;
- diversity;
- rights and responsibilities;
- British values;
- local and wider communities;
- contributing positively to society.
- **3. Keeping Safe**

Pupils learn about:

- personal safety;
- boundaries;
- privacy;
- body autonomy;
- appropriate and inappropriate contact;
- trusted adults;

- secrets and surprises;
- emergency situations;
- medicines and household risks;
- road and water safety;
- recognising abuse;
- reporting concerns.
- **4. Safe Relationships**

Pupils learn about:

- respectful relationships;
- communication;
- consent and permission-seeking;
- personal boundaries;
- recognising pressure;
- peer influence;
- bullying;
- harmful behaviour;
- abuse;
- seeking help;
- online and offline relationships.
- **5. Media Literacy and Digital Resilience**

Pupils learn about:

- online communication;
- privacy;
- personal information;
- digital footprints;

- online friendships;
- misinformation;
- manipulation;
- scams;
- harmful content;
- image sharing;
- online pressure;
- age restrictions;
- social media;
- artificial intelligence and AI-generated content;
- seeking help when something online causes concern.
- **6. Physical Health and Mental Wellbeing**

Pupils learn about:

- physical health;
- mental wellbeing;
- emotions;
- resilience;
- self-esteem;
- sleep;
- exercise;
- nutrition;
- hygiene;
- dental health;
- medicines;
- healthy lifestyles;

- managing worries;
- recognising when they need support.
- **7. Respecting Ourselves**

Pupils learn about:

- self-respect;
- self-worth;
- confidence;
- personal strengths;
- identity;
- stereotypes;
- prejudice;
- discrimination;
- respectful language;
- personal values;
- celebrating difference.
- **8. Money and Work**

Pupils learn about:

- money;
- saving and spending;
- needs and wants;
- budgeting;
- earning;
- work;
- jobs;
- aspirations;

- financial safety;
- responsible decision-making.
- **9. Growing and Changing**

Pupils learn about:

- babies and families;
- human growth;
- the human lifecycle;
- body changes;
- puberty;
- menstruation;
- hygiene;
- emotional changes;
- preparation for secondary school;
- reproduction through age-appropriate Science and Sex Education content.

These strands provide the structure for our wider PSHE curriculum while statutory content is clearly identified within planning and curriculum documentation.

- **5. Statutory Relationships Education**

Relationships Education is statutory for all pupils in primary education.

At Hadrian Park Primary School, Relationships Education develops progressively from the Early Years through to Year 6.

By the end of primary school, pupils will have developed understanding of:

- **Families and people who care for me**

Pupils learn that:

- families provide love, care, security and support;
- families can look different;

- people may have different family circumstances;
- family relationships can sometimes be difficult;
- children should seek help if a relationship makes them feel unsafe or unhappy.
- **Caring friendships**

Pupils learn:

- why friendships are important;
- how friendships are formed;
- characteristics of healthy friendships;
- how to show kindness and support;
- how to recognise unhealthy friendships;
- how to manage disagreement;
- how friendships can change;
- how to seek help when needed.
- **Respectful relationships**

Pupils learn:

- to respect others;
- to demonstrate courtesy and good manners;
- to respect difference;
- to develop self-respect;
- that they have a right to be treated respectfully;
- how bullying can affect people;
- how stereotypes can contribute to unfair treatment;
- how to respect boundaries;
- how to seek and give permission appropriately.
- **Online relationships**

Pupils learn:

- that people may behave differently online;
- that online relationships require the same respect as face-to-face relationships;
- how to identify online risks;
- how information and images can be shared;
- why privacy matters;
- how to respond to pressure;
- how to report concerns;
- how to seek support.
- **Being safe**

Pupils learn:

- about personal boundaries;
- about privacy;
- that their body belongs to them;
- about appropriate and inappropriate contact;
- that some secrets should never be kept;
- how to recognise abuse;
- how to report concerns;
- who can help them;
- that being abused is never the child's fault.

- **6. Health Education**

Health Education is statutory for pupils in state-funded primary schools.

At Hadrian Park Primary School, Health Education is integrated throughout PSHE and includes:

- mental wellbeing;

- emotional literacy;
- resilience;
- self-esteem;
- physical health;
- healthy lifestyles;
- nutrition;
- physical activity;
- sleep;
- hygiene;
- dental health;
- medicines;
- prevention of illness;
- first aid and emergency responses;
- puberty;
- menstruation;
- body changes;
- growing and changing;
- recognising when help is needed;
- knowing how to access support.

Health Education is taught progressively and revisited so that pupils build secure knowledge rather than encountering important information only once.

- **7. Sex Education and the Relationship with Science**

Sex Education is not compulsory within primary education in the same way as Relationships Education and Health Education.

Hadrian Park Primary School chooses to provide age-appropriate Sex Education as part of its wider PSHE programme, particularly in UKS2, alongside statutory Science.

Parents will be informed about the content and organisation of this teaching.

- **Statutory Science**

Science teaching includes statutory content relating to:

- the human lifecycle;
- growth;
- reproduction;
- body parts;
- puberty;
- changes to the body;
- reproduction in humans and animals.

Science content is compulsory and parents cannot withdraw their child from statutory Science.

- **Additional Sex Education**

Where content goes beyond statutory Science, it will be identified as Sex Education within school planning.

Teaching will:

- be age and developmentally appropriate;
- use accurate language;
- be delivered by appropriately prepared staff;
- focus on knowledge, safety, responsibility and healthy relationships;
- avoid unnecessary detail;
- reflect safeguarding requirements;
- be explained clearly to parents.

The school will provide parents with information about the content being taught and the distinction between statutory Science and additional Sex Education.

- **8. Our RSE Teaching Non-Negotiables**

At Hadrian Park Primary School, the following principles apply to all staff delivering PSHE, Relationships Education, Health Education or Sex Education.

- **1. Correct anatomical terminology**

Staff will use correct anatomical terminology.

The school will not rely on slang or euphemisms as substitutes for correct anatomical vocabulary.

Vocabulary will be introduced progressively and revisited appropriately.

- **2. Body autonomy**

Children will regularly hear and use language which reinforces:

"My body belongs to me."

Pupils will learn that they have the right to personal boundaries and that they must respect the boundaries of others.

- **3. Age-appropriate consent and permission**

Children will learn that:

- people should ask before touching others where appropriate;
- people have the right to say no;
- a person's decision should be respected;
- pressure is not respectful;
- people can change their minds;
- children should seek help when boundaries are not respected.

In KS2, age-appropriate consent education will introduce the principles that meaningful consent should be **freely given, informed and reversible**. This teaching relates to boundaries, permission and respectful relationships and is not intended to teach sexual consent to primary-aged pupils.

- **4. No personal opinions**

Staff will not present personal opinions, beliefs or values as factual information.

Staff will follow the agreed curriculum, statutory guidance and school policies.

- **5. Factual and respectful teaching**

Sensitive content will be taught accurately, calmly and respectfully.

- **6. Safeguarding comes first**

Any safeguarding concern raised during PSHE/RSE teaching will be dealt with in accordance with the school's safeguarding procedures.

- **7. No child is responsible for abuse**

Staff will explicitly reinforce that a child is never responsible for abuse or inappropriate behaviour directed towards them.

- **8. Questions are handled safely**

Children will be encouraged to ask questions, but staff will not answer questions in ways that introduce developmentally inappropriate information.

- **9. Curriculum Progression and Sequencing**

The PSHE curriculum is progressive and spiral.

Knowledge, vocabulary and skills are deliberately revisited and developed.

The school will maintain a separate curriculum progression document showing:

- year group;
- PSHE strand;
- learning objective;
- key knowledge;
- vocabulary;
- statutory status;
- RSE/Health/PSHE classification;
- safeguarding links;

- opportunities for retrieval and revisiting.

The curriculum will be reviewed regularly to ensure that:

- content is age appropriate;
- learning builds on previous teaching;
- vocabulary develops progressively;
- statutory requirements are met;
- there are no unnecessary gaps or repetition;
- transition to secondary school is supported.

- **10. Teaching and Learning**

PSHE teaching will use a range of age-appropriate strategies, including:

- discussion;
- storytelling;
- scenarios;
- role play where appropriate;
- videos;
- visual resources;
- retrieval activities;
- vocabulary work;
- questioning;
- collaborative activities;
- reflection;
- case studies;
- practical activities;
- independent work;

- pupil voice.

Teachers will ensure that activities are accessible to pupils with different learning needs.

Where appropriate, teachers will use:

- visual supports;
- symbols;
- simplified language;
- sentence stems;
- repetition;
- modelling;
- explicit vocabulary teaching;
- alternative communication methods;
- additional processing time;
- carefully structured discussion.

- **11. Safe, Respectful and Inclusive Classrooms**

PSHE lessons should provide a safe environment in which pupils can discuss issues respectfully.

Teachers will establish expectations such as:

- listen to others;
- respect different experiences;
- no laughing at another person's contribution;
- no personal questioning of another child;
- use correct vocabulary;
- do not share another person's private information;
- children may choose not to share personal experiences;
- concerns should be reported to a trusted adult.

Teachers should avoid asking children to disclose personal experiences publicly.

Scenarios and hypothetical examples should be used where appropriate.

- **12. Managing Questions and Sensitive Discussions**

Children are encouraged to ask questions.

Teachers will:

1. listen carefully;
2. acknowledge the question;
3. establish whether the question is appropriate for the lesson;
4. answer factually and at an age-appropriate level;
5. avoid introducing unnecessary information;
6. follow up privately where necessary;
7. refer safeguarding concerns immediately.

If a question is not appropriate for the age or lesson, staff may explain that the information will be addressed at an appropriate stage.

A pupil's question may indicate a safeguarding concern. Staff will follow safeguarding procedures where necessary.

A **question box** or anonymous question system may be used where appropriate.

- **13. Safeguarding and Child Protection**

PSHE is an important part of the school's safeguarding curriculum.

Pupils are taught:

- how to recognise unsafe situations;
- how to recognise inappropriate behaviour;
- about boundaries;
- about privacy;

- about safe and unsafe secrets;
- about trusted adults;
- how to report concerns;
- how to seek help;
- that abuse is never their fault.

Teachers will never promise absolute confidentiality.

Any disclosure or safeguarding concern will be reported in accordance with the Child Protection and Safeguarding Policy.

PSHE lessons will not replace individual safeguarding interventions.

Where individual support is required, pupils will be referred to the appropriate member of staff or external service.

- **14. Consent, Boundaries and Body Autonomy**

Body autonomy is a whole-school theme.

Pupils will progressively develop understanding of:

- personal space;
- privacy;
- physical boundaries;
- emotional boundaries;
- digital boundaries;
- permission;
- saying no;
- respecting no;
- recognising pressure;
- changing one's mind;
- seeking help.

The school will reinforce the principle:

"You are in charge of your own body and you must respect other people's bodies too."

Children will be taught that adults, peers and other children should respect appropriate boundaries.

They will also be taught that some situations require adults to intervene to keep children safe.

- **15. Anatomical Vocabulary**

Hadrian Park Primary School is committed to ensuring pupils know and can confidently use correct anatomical vocabulary.

Vocabulary will be introduced at an appropriate age and revisited progressively.

Examples include:

- penis;
- vagina;
- vulva;
- testicles;
- breasts;
- anus;
- womb/uterus;
- puberty;
- menstruation.

Teachers will use the terminology identified in the school's curriculum progression documents.

The use of accurate terminology supports:

- communication;
- health education;

- safeguarding;
- confidence;
- understanding of body boundaries.

Staff will not use slang or euphemisms as a replacement for correct anatomical terminology.

- **16. Families, Relationships and Respect for Difference**

The school recognises that families have different structures.

Teaching may include families involving:

- parents;
- carers;
- grandparents;
- foster carers;
- adoptive parents;
- kinship carers;
- single parents;
- same-sex parents;
- other caring adults.

The curriculum will not assume that all children have the same family circumstances.

Children will not be required to disclose or describe their own family circumstances publicly.

Teaching will focus on:

- love;
- care;
- security;
- respect;

- kindness;
- support;
- responsibility;
- healthy relationships.

The school will promote respect for people with different backgrounds, beliefs, circumstances and characteristics.

- **17. Media Literacy and Digital Resilience**

Digital resilience is a core part of our PSHE curriculum.

Pupils will learn to:

- protect personal information;
- use privacy settings;
- recognise unsafe contact;
- identify trustworthy information;
- recognise misinformation;
- understand that online information may be manipulated;
- recognise scams;
- understand that images and information can be copied and shared;
- respond to pressure online;
- understand age restrictions;
- report harmful content;
- seek help;
- understand the potential risks associated with AI-generated content and manipulated media.

Children will be taught that the same expectations of kindness, respect and safety apply online and offline.

Teaching will remain age appropriate and will not introduce inappropriate content unnecessarily.

- **18. Mental Health and Wellbeing**

Mental health and wellbeing are embedded throughout PSHE.

Pupils will learn:

- that mental health is part of overall health;
- how to recognise and name emotions;
- that feelings can change;
- healthy ways to manage difficult feelings;
- how to develop resilience;
- how to develop self-esteem;
- when to seek help;
- how to support others appropriately;
- where support is available.

The curriculum will reinforce that asking for help is a strength.

Children will be taught strategies such as:

- talking to a trusted adult;
- using calming strategies;
- taking appropriate time to regulate;
- problem solving;
- positive self-talk;
- seeking support.

Where a pupil requires additional support, the school will follow its pastoral, safeguarding and SEND procedures.

- **19. Physical Health, Hygiene and Growing and Changing**

The curriculum includes:

- personal hygiene;
- handwashing;
- dental care;
- body odour;
- head lice and personal care;
- healthy eating;
- physical activity;
- sleep;
- medicines;
- illness prevention;
- puberty;
- menstruation;
- body changes;
- emotional changes;
- growing and changing.

Teaching about puberty and development will be factual, sensitive and age appropriate.

Pupils will be encouraged to understand that bodies develop at different rates.

The school will provide practical support where pupils require it, including access to appropriate menstrual products and guidance on personal hygiene.

- **20. Equality, Diversity and Protected Characteristics**

Hadrian Park Primary School is committed to meeting its duties under the Equality Act 2010.

The curriculum will promote:

- equality;
- respect;
- inclusion;
- dignity;
- belonging;
- understanding of difference;
- freedom from discrimination and harassment.

The protected characteristics are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Teaching will be age appropriate and will focus on respect, equality and the prevention of prejudice and discrimination.

Pupils will learn that derogatory language and discriminatory behaviour are unacceptable.

Where protected characteristics are discussed, teachers will use accurate, age-appropriate and respectful language.

- **21. SEND and Accessibility**

All pupils are entitled to access PSHE, Relationships Education and Health Education.

The school recognises that some pupils with SEND may require:

- additional explanation;
- repeated teaching;
- explicit vocabulary;
- visual resources;
- social stories;
- simplified language;
- concrete examples;
- repetition and retrieval;
- adapted activities;
- additional processing time;
- alternative communication;
- additional adult support.

The school will consider pupils' developmental level, communication needs, cognitive needs, sensory needs and individual circumstances.

Teaching will not be withheld from pupils with SEND simply because content is sensitive.

Where necessary, content will be adapted while maintaining the intended learning and safeguarding message.

- **22. Parent and Carer Consultation**

Parents and carers are important partners in children's education.

The school will:

- publish this policy;
- consult parents when reviewing the policy;
- communicate significant curriculum developments;
- provide information about the content of Sex Education;
- provide opportunities for parents to ask questions;

- make appropriate curriculum resources available;
- signpost parents to reliable sources of further information;
- explain the distinction between statutory Science and additional Sex Education.

Parent consultation will inform curriculum development while recognising that responsibility for the school's curriculum remains with the school.

For Year 6 Sex Education, the school will provide clear information to parents before teaching begins.

- **23. Withdrawal from Sex Education**

Parents do not have the right to withdraw pupils from:

- Relationships Education;
- Health Education;
- statutory Science.

Parents may request that their child is withdrawn from **additional Sex Education** delivered by the school beyond the statutory Science curriculum.

Any withdrawal request should be made to the Headteacher.

The school will discuss the request with the parent and, where appropriate, the pupil.

The discussion will clarify:

- the content being taught;
- the difference between Science and Sex Education;
- the purpose of the teaching;
- the potential impact of withdrawal;
- any alternative provision.

Where a pupil is withdrawn from additional Sex Education, appropriate alternative educational provision will be arranged.

The school will maintain a written record of withdrawal requests and decisions.

- **24. Staff Training and Professional Development**

Staff responsible for teaching PSHE and RSE will receive appropriate guidance and professional development.

Training will support staff to:

- understand statutory requirements;
- teach sensitive topics confidently;
- use correct anatomical terminology;
- manage questions;
- maintain professional boundaries;
- avoid expressing personal opinions;
- recognise safeguarding disclosures;
- support pupils with SEND;
- understand curriculum progression;
- use appropriate resources;
- teach consent and boundaries appropriately;
- respond to sensitive or unexpected questions.

The PSHE Lead will share relevant updates and guidance with staff.

- **25. External Visitors and Resources**

External visitors may contribute to PSHE where they add value to the curriculum.

Visitors will:

- have appropriate safeguarding checks where required;
- receive relevant information about school expectations;
- follow the school's safeguarding procedures;
- use age-appropriate language;
- follow the school's agreed curriculum;

- avoid promoting personal or commercial agendas.

The class teacher remains responsible for the lesson and should be present throughout.

Resources will be reviewed to ensure they are:

- accurate;
- age appropriate;
- inclusive;
- accessible;
- consistent with statutory guidance;
- appropriate for the school's curriculum.

- **26. Confidentiality**

Pupils will be told that staff cannot promise absolute confidentiality.

If a child shares information that indicates they or another person may be at risk of harm, the information must be passed to the appropriate safeguarding staff.

Staff will:

- listen calmly;
- avoid leading questions;
- avoid promising secrecy;
- record concerns appropriately;
- follow safeguarding procedures.

- **27. Bullying, Prejudice and Harmful Sexual Behaviour**

PSHE contributes to the prevention of:

- bullying;
- cyberbullying;
- discriminatory behaviour;

- sexual harassment;
- harmful sexual behaviour;
- coercive behaviour;
- intimidation;
- exclusion;
- prejudice.

Pupils will learn:

- how behaviour affects others;
- how to recognise inappropriate behaviour;
- how to report concerns;
- how to be an active bystander;
- how to seek adult support;
- that harmful behaviour is not acceptable.

All incidents will be dealt with under the relevant school policies.

- **28. Curriculum Links**

PSHE is connected to learning across the curriculum.

- **Science**

Links include:

- the human body;
- growth;
- reproduction;
- puberty;
- health;
- nutrition;

- living things.
- **Computing**

Links include:

- online safety;
- digital communication;
- privacy;
- personal information;
- media literacy;
- responsible technology use.
- **PE**

Links include:

- physical activity;
- healthy lifestyles;
- teamwork;
- cooperation;
- wellbeing.
- **English**

Links include:

- discussion;
- vocabulary;
- speaking and listening;
- reading;
- writing;
- communicating feelings and ideas.
- **RE**

Links include:

- beliefs;
- values;
- respect;
- difference;
- community;
- relationships.
- **Citizenship and British Values**

Links include:

- democracy;
- rules;
- responsibility;
- respect;
- tolerance;
- community participation.
- **Computing and Digital Resilience**

Links include:

- safe technology use;
- online relationships;
- misinformation;
- digital footprints;
- privacy.

- **29. Assessment**

Assessment in PSHE focuses on pupils' knowledge, understanding and ability to apply learning appropriately.

Assessment may include:

- retrieval activities;
- questioning;
- discussion;
- written work;
- practical activities;
- scenario responses;
- pupil reflection;
- vocabulary checks;
- teacher observation;
- quizzes;
- pupil voice.

Teachers will identify misconceptions and gaps and revisit learning where necessary.

PSHE assessment will not require pupils to disclose personal experiences.

Assessment will focus on what pupils know, understand and can apply rather than their personal beliefs or circumstances.

- **30. Monitoring and Evaluation**

The PSHE Lead will monitor the quality and effectiveness of provision.

Monitoring may include:

- curriculum mapping;
- planning scrutiny;
- learning walks;
- pupil voice;
- floor book scrutiny;
- assessment evidence;

- teacher voice;
- parent feedback;
- resource review;
- lesson observations where appropriate;
- safeguarding themes;
- curriculum evaluations.
- **Pupil voice**

Pupil voice is an important part of curriculum evaluation.

Pupils will be given opportunities to explain:

- what they have learned;
- which vocabulary they understand;
- where they feel confident;
- what they would like to learn more about;
- whether they know how to seek help;
- whether they understand key safety messages.

The PSHE Lead will use this information to identify strengths and areas for development.

- **31. Roles and Responsibilities**
- **Governing Board**

The Governing Board is responsible for:

- ensuring the school has an appropriate policy;
- ensuring statutory requirements are met;
- supporting effective curriculum provision;
- monitoring the quality of education;
- ensuring the policy is reviewed;

- ensuring appropriate resources and staffing are available.
- **Headteacher**

The Headteacher is responsible for:

- overall implementation of the policy;
- ensuring statutory requirements are met;
- ensuring staff are appropriately supported;
- ensuring safeguarding procedures are followed;
- overseeing parent communication;
- reporting to governors.
- **PSHE Lead**

The PSHE Lead is responsible for:

- leading the development of PSHE;
- maintaining curriculum progression;
- ensuring statutory content is mapped;
- supporting staff;
- providing appropriate resources;
- monitoring teaching and learning;
- gathering pupil voice;
- reviewing curriculum effectiveness;
- coordinating parent consultation;
- ensuring RSE language and teaching non-negotiables are understood;
- working with the DSL, SENCO and other subject leaders.
- **Teachers**

Teachers are responsible for:

- delivering age-appropriate lessons;

- following the agreed curriculum;
- using correct vocabulary;
- maintaining professional boundaries;
- not expressing personal opinions as fact;
- adapting teaching for pupils with SEND;
- responding appropriately to questions;
- reporting safeguarding concerns;
- assessing learning;
- contributing to curriculum evaluation.
- **SENCO**

The SENCO will support staff to:

- identify individual needs;
- adapt resources;
- develop accessible approaches;
- support communication;
- ensure pupils with SEND can access the curriculum.
- **Designated Safeguarding Lead**

The DSL will:

- provide safeguarding advice;
- respond to disclosures and concerns;
- support staff with sensitive issues;
- ensure relevant safeguarding procedures are followed;
- liaise with external agencies where necessary.

- **32. Policy Review**

This policy will be reviewed annually or sooner if:

- statutory guidance changes;
- legislation changes;
- safeguarding requirements change;
- curriculum developments require amendment;
- monitoring identifies areas for development;
- parent or pupil feedback identifies a significant issue.

The review will consider:

- statutory compliance;
- curriculum progression;
- staff confidence;
- pupil voice;
- parent feedback;
- safeguarding;
- SEND accessibility;
- resources;
- assessment;
- monitoring evidence.

The school will ensure that the policy remains aligned with current DfE statutory guidance and reflects the needs of Hadrian Park Primary School pupils and community.

- **Appendix 1: Hadrian Park RSE Language Non-Negotiables**
- **We use:**

Correct anatomical language

We teach children the correct names for body parts.

Body autonomy

"My body belongs to me."

Boundaries

"I can have boundaries and I must respect other people's boundaries."

Permission

"I should ask before touching someone where appropriate."

Respect

"I respect another person's answer."

Consent

In age-appropriate KS2 teaching, children learn that meaningful consent is freely given, informed and reversible.

Help-seeking

"If something feels wrong, I can tell a trusted adult."

Safeguarding

"Abuse is never the child's fault."

Professional teaching

"Staff teach facts, not personal opinions."

- **Appendix 2: Our Nine PSHE Strands**

Strand	Core focus
Families and Relationships	Family, friendships, respect, conflict and healthy relationships
Belonging to a Community	Community, responsibility, diversity and participation
Keeping Safe	Personal safety, boundaries, privacy and safeguarding

Strand	Core focus
Safe Relationships	Consent, communication, pressure, bullying and abuse
Media Literacy and Digital Resilience	Online safety, misinformation, privacy, manipulation and digital responsibility
Physical Health and Mental Wellbeing	Physical health, emotions, resilience and wellbeing
Respecting Ourselves	Self-respect, identity, stereotypes, prejudice and discrimination
Money and Work	Money, saving, spending, jobs and aspirations
Growing and Changing	Human lifecycle, puberty, reproduction, hygiene and transition

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- **Appendix 3: Statutory Science and Sex Education**
- **Statutory Science**

Pupils are required to learn statutory Science content.

This may include:

- human growth;
- the human lifecycle;
- reproduction;
- body parts;
- puberty;
- changes associated with growing.

Parents cannot withdraw pupils from statutory Science.

- **Additional Sex Education**

The school may teach additional age-appropriate Sex Education.

Parents have the right to request withdrawal from this additional Sex Education.

The school will clearly identify additional Sex Education within its curriculum planning.

- **Appendix 4: Our Core PSHE Principles**

At Hadrian Park Primary School, PSHE teaching should help children to:

- **Be kind.**
- **Be honest.**
- **Respect themselves and others.**
- **Communicate properly.**
- **Look after themselves and others.**
- **Keep themselves safe.**
- **Respect boundaries.**
- **Have a growth mindset.**
- **Ask for help.**
- **Belong.**

These principles are reflected in our school Golden Rules and wider expectations for behaviour.

- **Appendix 5: Parent and Carer Communication**

Parents will be informed about:

- the school's PSHE curriculum;
- Relationships Education;
- Health Education;
- Sex Education;

- the distinction between Science and additional Sex Education;
- the curriculum progression;
- opportunities to view appropriate resources;
- withdrawal arrangements;
- opportunities to ask questions.

The school recognises that parents play a vital role in supporting children's understanding of relationships, health, safety and growing up.

Our curriculum is designed to complement and reinforce, rather than replace, the support and guidance children receive at home.

1. Hadrian Park Primary School

2. Appendix: PSHE, Relationships, Health and Sex Education

1.1 Statutory Mapping and Whole-School Progression

Academic Year: 2026–2027
Linked policy: PSHE, Relationships, Health and Sex Education Policy
Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education
Implementation: September 2026 onwards
Subject Lead: PSHE Lead

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3. 1. Purpose of this Appendix

This document should be read alongside the **Hadrian Park Primary School PSHE, Relationships, Health and Sex Education Policy**.

It provides a clear overview of how PSHE learning is planned progressively from Reception to Year 6 and demonstrates how our curriculum covers:

- statutory **Relationships Education**;
- statutory **Health Education**;
- statutory **Science** content;
- additional **PSHE education**;
- additional age-appropriate **Sex Education**, where identified;
- safeguarding and protective education;
- progressive vocabulary;
- body autonomy;
- boundaries;
- consent and permission;
- media literacy and digital resilience;
- physical health and mental wellbeing;
- protected characteristics;
- British Values;
- money and work;
- growing and changing.

Our curriculum is deliberately organised around nine core PSHE strands:

1. Families and Relationships
2. Belonging to a Community
3. Keeping Safe
4. Safe Relationships
5. Media Literacy and Digital Resilience
6. Physical Health and Mental Wellbeing
7. Respecting Ourselves
8. Money and Work
9. Growing and Changing

---

4. 2. How to Read This Document

Each area of learning is identified using the following labels:

Label	Meaning
RE	Statutory Relationships Education
HE	Statutory Health Education
SCI	Statutory National Curriculum Science
SE	Additional Sex Education provided by HPPS
PSHE	Wider non-statutory PSHE curriculum
SG	Safeguarding and protective education
PC	Protected Characteristics
FBV	Fundamental British Values

Many lessons and objectives will meet more than one requirement.

For example, a lesson about online pressure may be identified as:

RE + HE + PSHE + SG

This demonstrates that PSHE is not taught as isolated content but as a carefully connected and progressive curriculum.

5. 3. Whole-School Progression Model

Our curriculum follows a spiral model.

Children revisit important concepts as they mature and develop.

1.2 Early Years

Children begin by learning:

- who they are;
- what makes them special;
- how to name and manage feelings;
- how to make friends;
- how to be kind;
- how to stay safe;
- who can help them;
- simple body autonomy;
- simple boundaries;
- belonging.

1.3 Key Stage 1

Children develop understanding of:

- different relationships;
- respectful friendships;
- rules and responsibilities;
- privacy and personal information;
- safe and unsafe situations;
- body boundaries;
- asking permission;
- recognising feelings;
- physical health;
- money choices;
- changes as they grow.

1.4 Lower Key Stage 2

Children deepen their understanding of:

- healthy and unhealthy relationships;
- communication;
- pressure and influence;
- privacy and boundaries;
- online risks;
- media reliability;
- physical and mental health;
- identity and self-respect;
- diversity and discrimination;
- money and financial choices;
- growing and body changes.

1.5 Upper Key Stage 2

Children are prepared for adolescence and secondary school through learning about:

- increasingly complex relationships;
- healthy and unhealthy behaviours;
- assertiveness;
- pressure and influence;
- boundaries and age-appropriate consent;
- online manipulation and misinformation;
- digital resilience;
- puberty and menstruation;
- emotional and physical changes;
- personal safety;
- financial responsibility;
- aspirations;
- respectful relationships;
- preparation for transition.

---

6. 4. Reception Progression

1.6 Strand 1: Families and Relationships

Learning

Children will learn to:

- recognise that families are important;
- talk about people who care for them;
- understand that families may look different;
- recognise what it means to be a good friend;
- show kindness and care;
- begin to recognise when someone is upset.

Classification: RE + PSHE

Key vocabulary:

family, carer, friend, kind, love, care, share, help, together

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1.7 Strand 2: Belonging to a Community

Learning

Children will learn to:

- recognise that they belong to their family and school;
- understand simple class and school rules;
- take turns;
- share;
- understand why rules help us;
- recognise people who help us.

Classification: RE + PSHE + FBV

Key vocabulary:

belong, community, rule, fair, share, take turns, help, respect

---

1.8 Strand 3: Keeping Safe

Learning

Children will learn:

- that trusted adults help keep them safe;
- how to identify trusted adults;
- that they can ask for help;
- simple road and everyday safety;
- that some things are safe and some are unsafe.

Classification: RE + HE + PSHE + SG

Key vocabulary:

safe, unsafe, trusted adult, help, danger, emergency

1.9 Strand 4: Safe Relationships

Learning

Children will learn:

- that their body belongs to them;
- about simple personal space;
- that they can say no to unwanted touch;
- that they should respect another person's no;
- to ask before touching another person where appropriate.

Classification: RE + PSHE + SG

Core language:

My body belongs to me.
I can say no.
I can tell an adult.
I respect another person's no.

Key vocabulary:

body, boundary, personal space, permission, no, stop, comfortable, uncomfortable

---

1.10 Strand 5: Media Literacy and Digital Resilience

Learning

Children will learn:

- that some devices connect us to other people;
- simple rules for using technology;
- that they should ask an adult for help if something online worries them.

Classification: RE + PSHE + SG

Key vocabulary:

online, device, internet, safe, adult, help

1.11 Strand 6: Physical Health and Mental Wellbeing

Learning

Children will learn:

- to recognise and name basic emotions;
- simple ways to calm down;
- basic hygiene;
- the importance of sleep;
- healthy food choices;
- the importance of physical activity.

Classification: HE + PSHE

Key vocabulary:

happy, sad, angry, worried, calm, healthy, exercise, sleep, wash

---

1.12 Strand 7: Respecting Ourselves

Learning

Children will learn:

- that everyone is special;
- to recognise their own strengths;
- to take pride in trying;
- to understand that people can be different.

Classification: RE + HE + PSHE + PC

Key vocabulary:

special, strength, proud, different, same, respect, unique

1.13 Strand 8: Money and Work

Learning

Children will learn:

- that money is used to buy things;
- to recognise simple needs and wants;
- about jobs people do to help others.

Classification: PSHE

Key vocabulary:

money, buy, need, want, job, work, save

1.14 Strand 9: Growing and Changing

Learning

Children will learn:

- that people grow and change;
- about changes from being a baby to becoming older;
- simple hygiene routines;
- to recognise changes in themselves.

Classification: HE + PSHE + SCI

Key vocabulary:

grow, change, baby, child, older, body, hygiene

---

7. 5. Year 1 Progression

1.15Families and Relationships

Children will learn:

- that families care for children;
- that families can be different;
- what makes a positive friendship;
- how to show kindness;
- how to manage simple disagreements.

Classification: RE + PSHE

Vocabulary: family, relationship, friendship, kind, caring, disagreement, apologise, forgive

---

1.16Belonging to a Community

Children will learn:

- why rules are needed;
- how they contribute to a class;
- about people and groups in their local community;
- about listening to others.

Classification: RE + PSHE + FBV

Vocabulary: community, responsibility, rule, listen, contribute, fair

---

1.17Keeping Safe

Children will learn:

- how to identify risks;
- basic road and water safety;
- how to ask for help;
- the difference between a safe and unsafe secret in an age-appropriate way.

Classification: RE + HE + PSHE + SG

Vocabulary: risk, safe, unsafe, secret, surprise, trusted, emergency

---

1.18 Safe Relationships

Children will learn:

- about personal space;
- to recognise comfortable and uncomfortable feelings;
- that they can say no;
- that they should listen when someone says no;
- to ask permission appropriately.

Classification: RE + PSHE + SG

Vocabulary: boundary, permission, respect, comfortable, uncomfortable, stop

---

1.19 Media Literacy and Digital Resilience

Children will learn:

- simple online safety rules;
- that personal information should be kept private;
- to seek adult help when worried online.

Classification: RE + PSHE + SG

Vocabulary: private, personal information, password, online, trusted adult

---

1.20 Physical Health and Mental Wellbeing

Children will learn:

- how feelings can affect behaviour;
- ways to manage feelings;
- healthy food choices;
- exercise;
- sleep;
- hygiene.

Classification: HE + PSHE

Vocabulary: emotion, feeling, calm, wellbeing, healthy, hygiene, sleep

---

1.21Respecting Ourselves

Children will learn:

- to identify strengths;
- to recognise that everyone has differences;
- to use respectful language;
- that unkind behaviour can hurt others.

Classification: RE + HE + PSHE + PC

Vocabulary: respect, difference, strength, confidence, kind, unkind

---

1.22 Money and Work

Children will learn:

- the difference between needs and wants;
- that money is earned;
- about different jobs and careers.

Classification: PSHE

Vocabulary: need, want, earn, money, job, career

1.23 Growing and Changing

Children will learn:

- about stages of growing;
- that bodies change as people grow;
- basic personal hygiene;
- that everyone grows at different rates.

Classification: HE + PSHE + SCI

Vocabulary: grow, develop, change, hygiene, body

---

8. 6. Year 2 Progression

1.24 Families and Relationships

Children will learn:

- characteristics of a good friend;
- how friendships can change;
- how to resolve simple conflict;
- that people can have different family circumstances.

Classification: RE + PSHE

Vocabulary: friendship, trust, loyalty, disagreement, compromise, relationship

---

1.25 Belonging to a Community

Children will learn:

- about rights and responsibilities in school;
- how their actions affect others;
- ways they can contribute to their community;
- why fairness matters.

Classification: RE + PSHE + FBV

Vocabulary: right, responsibility, community, fairness, equality, contribution

---

1.26 Keeping Safe

Children will learn:

- how to respond to an emergency;
- about medicines and household safety;
- about trusted adults;
- how to report a concern.

Classification: RE + HE + PSHE + SG

Vocabulary: emergency, medicine, report, concern, trusted adult, safety

---

1.27 Safe Relationships

Children will learn:

- that everyone has personal boundaries;
- how to recognise pressure;
- how to be assertive;
- that nobody should force them to do something they do not want to do.

Classification: RE + PSHE + SG

Vocabulary: boundary, pressure, assertive, choice, permission, respect

---

1.28 Media Literacy and Digital Resilience

Children will learn:

- that not everything online is true;
- that people online may not always be who they say they are;
- why personal information matters;
- how to report online concerns.

Classification: RE + PSHE + SG

Vocabulary: information, true, false, online, report, private

---

1.29 Physical Health and Mental Wellbeing

Children will learn:

- a wider range of emotional vocabulary;
- strategies for managing worries;
- healthy lifestyles;
- dental health;
- hygiene;
- the importance of asking for help.

Classification: HE + PSHE

Vocabulary: worried, frustrated, nervous, relaxed, wellbeing, support

---

1.30 Respecting Ourselves

Children will learn:

- about self-respect;
- that stereotypes can be unfair;
- to celebrate differences;
- how words and actions can affect others.

Classification: RE + HE + PSHE + PC

Vocabulary: stereotype, respect, prejudice, difference, equality

---

1.31Money and Work

Children will learn:

- about saving and spending;

- simple financial choices;
- that choices about money can have consequences.

Classification: PSHE

Vocabulary: save, spend, choice, consequence, value, budget

1.32 Growing and Changing

Children will learn:

- about the human lifecycle;
- that changes happen physically and emotionally as people grow;
- how hygiene needs can change.

Classification: HE + PSHE + SCI

Vocabulary: lifecycle, physical, emotional, change, hygiene

---

9. 7. Year 3 Progression

1.33 Families and Relationships

Children will learn:

- what healthy friendships look like;
- how to manage disagreements respectfully;
- how to recognise when friendships are not making them feel good;
- when to seek adult support.

Classification: RE + PSHE + SG

Vocabulary: healthy, unhealthy, friendship, conflict, resolve, support

---

1.34 Belonging to a Community

Children will learn:

- about belonging to different communities;
- how communities support people;
- about democracy in an age-appropriate context;
- how they can contribute to positive change.

Classification: RE + PSHE + FBV

Vocabulary: belonging, community, democracy, vote, contribution, responsibility

---

1.35 Keeping Safe

Children will learn:

- how to recognise risks in different environments;
- basic first aid and emergency responses;
- how to report concerns;
- about personal safety in public places.

Classification: RE + HE + PSHE + SG

Vocabulary: hazard, risk, emergency, first aid, report, protect

---

1.36 Safe Relationships

Children will learn:

- the difference between healthy and unhealthy behaviour;
- how to communicate boundaries;
- how to recognise pressure;
- that boundaries may be physical, emotional or online;
- that respecting another person's boundaries is important.

Classification: RE + PSHE + SG

Vocabulary: boundary, communication, pressure, influence, respect, assertive

---

1.37 Media Literacy and Digital Resilience

Children will learn:

- that online information should be questioned;
- how advertising can influence choices;
- about privacy and digital footprints;
- how to respond to online pressure.

Classification: RE + PSHE + SG

Vocabulary: reliable, unreliable, advertising, influence, privacy, digital footprint

---

1.38 Physical Health and Mental Wellbeing

Children will learn:

- to recognise a wider range of emotions;
- that physical and mental health are connected;
- strategies for resilience;
- healthy routines involving sleep, food and activity.

Classification: HE + PSHE

Vocabulary: mental health, physical health, resilience, routine, wellbeing, strategy

---

1.39 Respecting Ourselves

Children will learn:

- about identity and individuality;
- how stereotypes can influence expectations;
- to recognise prejudice and discriminatory language;
- how to seek help.

Classification: RE + HE + PSHE + PC

Vocabulary: identity, stereotype, prejudice, discrimination, equality, respect

---

1.40 Money and Work

Children will learn:

- about budgeting;
- how to make spending choices;
- about saving;
- about different jobs and aspirations.

Classification: PSHE

Vocabulary: budget, income, save, spend, afford, aspiration

1.41Growing and Changing

Children will learn:

- about changes associated with growing;
- how physical and emotional needs can change;
- appropriate hygiene as bodies grow;
- that puberty is a stage of growing which will be explored progressively.

Classification: HE + PSHE + SCI

Vocabulary: puberty, physical change, emotional change, hygiene, develop

---

10. 8. Year 4 Progression

1.42 Families and Relationships

Children will learn:

- characteristics of respectful relationships;
- how to manage more complex disagreements;
- the importance of trust and communication;
- how to recognise controlling or unkind behaviour at an age-appropriate level.

Classification: RE + PSHE + SG

Vocabulary: trust, communication, respect, conflict, compromise, behaviour

---

1.43 Belonging to a Community

Children will learn:

- about diversity within communities;
- how laws and rules help communities;
- about challenging unfairness;
- how people can take positive action.

Classification: RE + PSHE + FBV + PC

Vocabulary: diversity, inclusion, law, equality, fairness, injustice

---

1.44 Keeping Safe

Children will learn:

- about risks in public spaces;
- how to seek help;
- personal safety strategies;
- the importance of reporting concerns repeatedly if they are not heard.

Classification: RE + HE + PSHE + SG

Core language:

Keep telling until you are heard.

Vocabulary: safety strategy, public, concern, report, trusted adult, support

---

1.45 Safe Relationships

Children will learn:

- how pressure can affect decisions;

- the difference between persuasion and pressure;
- how to communicate assertively;
- how to leave or seek help from an uncomfortable situation;
- that they should respect the decisions and boundaries of others.

Classification: RE + PSHE + SG

Vocabulary: persuasion, pressure, assertive, boundary, influence, choice

---

1.46 Media Literacy and Digital Resilience

Children will learn:

- how online content can be designed to influence people;
- about targeted advertising;
- that images may be edited;
- about safe sharing and privacy;
- how to report harmful or worrying content.

Classification: RE + PSHE + SG

Vocabulary: targeted, influence, edited, image, privacy, report

---

1.47 Physical Health and Mental Wellbeing

Children will learn:

- strategies for managing stress and worry;
- how to recognise when they need support;
- the importance of healthy relationships for wellbeing;
- how routines can support health.

Classification: HE + PSHE

Vocabulary: stress, anxiety, coping strategy, wellbeing, support, resilience

---

1.48 Respecting Ourselves

Children will learn:

- how stereotypes can limit choices;
- about respectful disagreement;
- the impact of discriminatory behaviour;
- how to challenge prejudice safely.

Classification: RE + HE + PSHE + PC

Vocabulary: stereotype, prejudice, discrimination, challenge, equality, dignity

---

1.49 Money and Work

Children will learn:

- about financial risks;
- how advertising influences spending;
- about value for money;
- about career interests and skills.

Classification: PSHE

Vocabulary: value, financial, influence, choice, skill, career

---

1.50 Growing and Changing

Children will learn:

- about physical and emotional changes associated with puberty at an age-appropriate level;
- that bodies develop differently;
- the importance of hygiene;
- about menstruation as a normal biological process where age appropriate.

Classification: HE + SCI + PSHE

Vocabulary: puberty, menstruation, period, hormones, hygiene, develop

---

11. 9. Year 5 Progression

1.51Families and Relationships

Children will learn:

- characteristics of healthy relationships;
- how relationships can change;
- how to manage conflict;
- how to recognise when a relationship is unhealthy;
- when and how to seek support.

Classification: RE + PSHE + SG

Vocabulary: healthy relationship, unhealthy relationship, trust, conflict, support, respect

---

1.52 Belonging to a Community

Children will learn:

- about rights and responsibilities;
- the importance of inclusion;
- how prejudice and discrimination affect people;
- ways to contribute positively to society.

Classification: RE + PSHE + PC + FBV

Vocabulary: rights, responsibility, inclusion, discrimination, equality, participation

---

1.53 Keeping Safe

Children will learn:

- about safeguarding risks;
- how abuse can take different forms;
- that abuse is never the child's fault;

- how to recognise and report concerns;
- about keeping safe in public and online spaces.

Classification: RE + HE + PSHE + SG

Core language:

Abuse is never the child's fault.
If something is wrong, tell someone you trust.
Keep telling until you are heard.

Vocabulary: safeguarding, abuse, concern, disclose, report, trusted adult

---

1.54 Safe Relationships

Children will learn:

- about healthy boundaries;
- how to recognise coercion and pressure in an age-appropriate way;
- assertive communication;
- age-appropriate consent principles;
- that consent must be freely given;
- that consent requires understanding;
- that consent can be withdrawn;
- that a person's boundaries must be respected.

Classification: RE + PSHE + SG

Vocabulary: boundary, consent, freely given, informed, reversible, pressure, coercion, assertive

---

1.55 Media Literacy and Digital Resilience

Children will learn:

- how misinformation can spread;
- about manipulated images and content;
- how algorithms and targeted information can influence what people see;
- online scams;

- how to check information;
- how to respond to harmful content.

Classification: RE + PSHE + SG

Vocabulary: misinformation, manipulation, algorithm, targeted content, scam, verify

---

1.56 Physical Health and Mental Wellbeing

Children will learn:

- about the relationship between thoughts, feelings and behaviour;
- strategies for managing difficult emotions;
- the importance of seeking help;
- healthy routines;
- how physical activity supports wellbeing.

Classification: HE + PSHE

Vocabulary: thought, emotion, behaviour, coping strategy, resilience, wellbeing

---

1.57 Respecting Ourselves

Children will learn:

- about self-respect;
- body image and unrealistic representations;
- stereotypes and expectations;
- respectful language;
- how to challenge prejudice safely.

Classification: RE + HE + PSHE + PC

Vocabulary: body image, representation, stereotype, expectation, prejudice, self-respect

---

1.58 Money and Work

Children will learn:

- about budgeting;
- financial risks;
- saving;
- spending;
- borrowing in an age-appropriate context;
- aspirations and careers.

Classification: PSHE

Vocabulary: budget, saving, spending, borrowing, financial risk, aspiration

---

1.59 Growing and Changing

Children will learn:

- about puberty in greater depth;
- physical and emotional changes;
- menstruation;
- personal hygiene;
- reproduction through statutory Science;
- age-appropriate preparation for additional Sex Education.

Classification: HE + SCI + PSHE

Vocabulary: puberty, menstruation, period, reproduction, fertilisation, hygiene, emotional change

---

12. 10. Year 6 Progression

1.60 Families and Relationships

Children will learn:

- about healthy, respectful relationships;

- how to manage changing relationships;
- the importance of trust and communication;
- how to recognise unhealthy or harmful behaviour;
- how to access support.

Classification: RE + PSHE + SG

Vocabulary: respect, trust, communication, healthy relationship, unhealthy relationship, support

---

1.61Belonging to a Community

Children will learn:

- about their role as citizens;
- rights and responsibilities;
- democracy and participation;
- inclusion;
- respect for difference;
- preparing to join a wider school community.

Classification: RE + PSHE + FBV + PC

Vocabulary: citizen, democracy, participation, inclusion, responsibility, equality

---

1.62 Keeping Safe

Children will learn:

- how to assess and respond to risks;
- how to stay safe in increasingly independent situations;
- about seeking help;
- safeguarding risks relevant to transition;
- how to report concerns.

Classification: RE + HE + PSHE + SG

Vocabulary: risk assessment, safeguarding, disclosure, report, support, responsibility

1.63 Safe Relationships

Children will learn:

- how communication supports healthy relationships;
- about boundaries and respect;
- age-appropriate consent principles;
- that meaningful consent must be freely given, informed and reversible;
- that pressure, manipulation or coercion undermine freely made decisions;
- that people can change their mind;
- how to communicate boundaries;
- how to seek help where boundaries are not respected.

Classification: RE + PSHE + SG

Vocabulary: consent, freely given, informed, reversible, coercion, manipulation, boundary, assertive

---

1.64 Media Literacy and Digital Resilience

Children will learn:

- how misinformation and disinformation can affect decisions;
- about AI-generated and manipulated content;
- deepfakes in an age-appropriate context;
- scams and financial exploitation;
- targeted content;
- algorithms;
- privacy;
- image sharing;
- online pressure;
- how to critically evaluate information.

Classification: RE + HE + PSHE + SG

Vocabulary: misinformation, disinformation, AI-generated, manipulated, deepfake, algorithm, scam, critical thinking

---

1.65 Physical Health and Mental Wellbeing

Children will learn:

- how to manage transition and change;
- how to recognise when mental wellbeing is affected;
- how and where to seek support;
- strategies for resilience;
- the importance of sleep, exercise and healthy routines.

Classification: HE + PSHE

Vocabulary: transition, resilience, wellbeing, support network, coping strategy, self-care

---

1.66 Respecting Ourselves

Children will learn:

- about identity and self-respect;
- challenging stereotypes;
- body image and media influences;
- respectful behaviour;
- equality and discrimination;
- confidence in preparing for secondary school.

Classification: RE + HE + PSHE + PC

Vocabulary: identity, self-respect, equality, discrimination, stereotype, representation

---

1.67 Money and Work

Children will learn:

- about responsible financial choices;
- financial risks;
- scams and fraud awareness;

- saving and budgeting;
- aspirations;
- careers and skills;
- preparation for increasing independence.

Classification: PSHE + SG

Vocabulary: budget, financial responsibility, fraud, scam, aspiration, career, independence

---

1.68 Growing and Changing

Children will learn:

- about puberty and the physical and emotional changes associated with adolescence;
- menstruation;
- statutory Science relating to reproduction;
- conception and pregnancy at an age-appropriate level;
- birth;
- the difference between statutory Science and additional Sex Education;
- preparation for secondary school.

Classification: HE + SCI + PSHE + SE where identified

Vocabulary: puberty, menstruation, reproduction, conception, pregnancy, birth, adolescence, transition

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13. 11. Whole-School Vocabulary Progression

1.69 Body Autonomy and Boundaries

Reception/KS1	Lower KS2	Upper KS2
body	boundary	boundary
personal space	personal boundary	physical boundary

Reception/KS1	Lower KS2	Upper KS2
stop	permission	emotional boundary
no	respect	digital boundary
comfortable	pressure	consent
uncomfortable	assertive	freely given
trusted adult	influence	informed
help	choice	reversible
	communicate	coercion
		manipulation

1.70 Relationships

Reception/KS1	Lower KS2	Upper KS2
family	relationship	healthy relationship
friend	friendship	unhealthy relationship
kind	trust	communication
share	conflict	compromise
help	resolve	respect
caring	support	boundary

1.71Safeguarding

Reception/KS1	Lower KS2	Upper KS2
safe	risk	safeguarding

Reception/KS1	Lower KS2	Upper KS2
unsafe	hazard	abuse
trusted adult	emergency	disclosure
help	concern	report
secret	report	coercion
surprise	protect	exploitation

1.72 Digital Resilience

Reception/KS1	Lower KS2	Upper KS2
online	privacy	misinformation
device	digital footprint	disinformation
safe	reliable	manipulation
adult	advertising	algorithm
help	influence	AI-generated
	scam	deepfake

1.73 Mental Wellbeing

Reception/KS1	Lower KS2	Upper KS2
happy	resilience	wellbeing
sad	stress	coping strategy
angry	anxiety	self-care
worried	mental health	support network

Reception/KS1	Lower KS2	Upper KS2
calm	strategy	transition

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14. 12. Whole-School RSE Teaching Non-Negotiables

All staff will consistently reinforce the following principles.

1.74 1. Correct anatomical vocabulary

We use correct names for body parts.

We do not replace correct anatomical terminology with slang or euphemisms.

1.75 2. Body autonomy

Children should regularly hear:

"My body belongs to me."

1.76 3. Respect for boundaries

Children should understand:

"I can have boundaries."
"Other people can have boundaries."
"I must respect another person's boundaries."

1.77 4. Permission and consent

Progressively, children learn:

Reception/KS1

- Ask first.

- Listen to no.
- Stop when someone asks you to stop.

Lower KS2

- Boundaries should be respected.
- Pressure is not respectful.
- I can communicate what I am comfortable with.

Upper KS2

Age-appropriate teaching introduces the principle that meaningful consent is:

Freely given
Informed
Reversible

Children are taught this in relation to boundaries, respectful relationships and personal decision-making in an age-appropriate way.

1.78 5. Help-seeking

Children should know:

"If something does not feel right, I can tell a trusted adult."

1.79 6. Persistence in reporting

Children should understand:

"Keep telling until you are heard."

1.80 7. Abuse is never the child's fault

This message should be reinforced clearly and consistently.

1.818. Staff teach facts, not personal opinions

Staff:

- follow the agreed curriculum;
- teach factual information accurately;
- avoid presenting personal opinions as facts;
- manage differing beliefs respectfully;
- follow safeguarding procedures.

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15. 13. Statutory Mapping Overview

HPPS Strand	Relationships Education	Health Education	Science	Additional PSHE	Safeguarding
Families and Relationships	✓			✓	✓
Belonging to a Community	✓			✓	
Keeping Safe	✓	✓		✓	✓
Safe Relationships	✓	✓ where relevant		✓	✓
Media Literacy and Digital Resilience	✓	✓ where relevant		✓	✓
Physical Health and Mental Wellbeing		✓	✓ where relevant	✓	
Respecting Ourselves	✓	✓		✓	✓

HPPS Strand	Relationships Education	Health Education	Science	Additional PSHE	Safeguarding
Money and Work		✓ where relevant		✓	✓
Growing and Changing	✓ where relevant	✓	✓	✓	✓

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16. 14. Science and Additional Sex Education Mapping

1.82 Statutory Science

Statutory Science content remains compulsory.

This includes age-appropriate teaching relating to:

- animals including humans;
- growth;
- changes through the human lifecycle;
- puberty;
- reproduction;
- reproduction in humans.

Parents cannot withdraw children from statutory Science.

1.83 Additional Sex Education

Where HPPS provides additional Sex Education beyond statutory Science:

- it will be clearly identified in planning;
- it will normally be taught in Upper Key Stage 2;
- parents will be informed;
- appropriate resources will be available for parents to view;
- withdrawal rights will apply only to additional Sex Education and not statutory Science.

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17. 15. Assessment and Evidence of Progression

PSHE assessment at Hadrian Park Primary School will focus on what pupils:

- know;
- understand;
- remember;
- can explain;
- can apply safely.

Evidence may include:

- retrieval activities;
- vocabulary checks;
- pupil voice;
- floor books;
- written work;
- discussion;
- scenario responses;
- teacher observations;
- quizzes;
- reflection activities.

Pupils will not be assessed on:

- their personal beliefs;
- private family circumstances;
- personal experiences they choose not to disclose.

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18. 16. Pupil Voice Questions

The following questions may be used when monitoring PSHE:

1.83.1 Knowledge

- What have you learned in PSHE?
- What important words can you remember?
- Can you explain what that word means?
- What do you remember learning last year?

1.83.2 Relationships

- What makes a healthy friendship?
- What should you do if someone does not respect your boundaries?
- What does a trusted adult mean?

1.83.3 Safety

- What would you do if something did not feel right?
- Who could you talk to?
- What does "keep telling until you are heard" mean?

1.83.4 Digital Resilience

- How can you tell whether information online might not be reliable?
- What should you do if something online worries you?
- What is a digital footprint?

1.83.5 Wellbeing

- What can you do if you are feeling worried?
- Who could support you?
- What helps you to look after your physical and mental wellbeing?

1.83.6 Belonging and Respect

- What does belonging mean?
- How should we treat people who are different from us?
- What should you do if you hear discriminatory or unkind language?

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19. 17. Monitoring Checklist for the PSHE Lead

The PSHE Lead will check that:

1.83.7 Curriculum

□ All nine strands are taught.
□ Learning is progressive from Reception to Year 6.
□ Vocabulary is sequenced.
□ Retrieval opportunities are planned.

- Statutory content is clearly identified.
- Science and additional Sex Education are clearly distinguished.

1.83.8 RSE

- Correct anatomical vocabulary is used.
- Body autonomy is regularly reinforced.
- Boundaries are taught progressively.
- Age-appropriate consent principles are taught.
- Staff avoid personal opinions.

1.83.9 Safeguarding

- Pupils know who trusted adults are.
- Pupils know how to report concerns.
- Pupils understand that abuse is never their fault.
- Digital risks are taught age appropriately.
- Safeguarding themes are reviewed.

1.83.10 Inclusion

- SEND adaptations are in place.
- Visual and communication supports are available.
- Resources are accessible.
- Different family circumstances are represented respectfully.
- Protected characteristics are reflected appropriately.

1.83.11 Monitoring

- Pupil voice is gathered.
- Staff voice is gathered.
- Planning is reviewed.
- Floor books are reviewed.
- Parent feedback is considered.
- Actions are recorded and followed up.

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20. 18. End-of-Year Expectations

By the end of Year 6, pupils at Hadrian Park Primary School should leave with an age-appropriate understanding of:

1.83.12 Relationships

- healthy and respectful friendships;
- families and caring relationships;
- communication;
- boundaries;
- respect;
- recognising unhealthy behaviour;
- seeking support.

1.83.13 Safety

- personal safety;
- online safety;
- privacy;
- reporting concerns;
- trusted adults;
- recognising pressure;
- safeguarding.

1.83.14 Consent and Boundaries

- their right to personal boundaries;
- their responsibility to respect others;
- the importance of asking permission;
- that pressure is not respectful;
- age-appropriate principles of consent being freely given, informed and reversible;
- that decisions can be changed;
- how to seek help.

1.83.15 Digital Resilience

- questioning information;
- recognising misinformation and manipulation;
- understanding online privacy;
- recognising scams and online risks;
- seeking support.

1.83.16 Health

- physical and mental wellbeing;

- healthy routines;
- emotional management;
- puberty;
- menstruation;
- hygiene;
- where to seek help.

1.83.17 Respect

- equality;
- inclusion;
- respect for difference;
- recognising prejudice and discrimination;
- challenging harmful behaviour safely.

1.83.18 Independence

- responsible decision-making;
- money awareness;
- aspirations;
- transition to secondary school;
- knowing where and how to seek support.

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21. 19. Key Principle

The aim of our PSHE curriculum is not simply for pupils to encounter a list of topics.

It is for pupils to develop, over time, the **knowledge, vocabulary, confidence and practical understanding** needed to:

understand themselves, build respectful relationships, stay safe, make informed choices, recognise when something is wrong and know how to seek help.

At Hadrian Park Primary School, this learning is carefully sequenced so that children revisit important concepts throughout their primary education, each time developing greater understanding, more precise vocabulary and increased confidence.