



**Broxbourne CE Primary School, EYFS & Extended
Schools (Voluntary Aided)**

PSHE* Policy - including Relationship and Sex Education (RSE)

Ratified by Governors	March 2026
Date for Review	March 2027
Signed - Chair of Governors	

***PSHE (Personal, Social, Health & Economic) Education Policy**

**(including Relationships and Health Education- which are statutory- and our
school approach to Sex Education)**

Referring to The Church of England guidance for teaching PHSE and RSE in Church schools.



Dream, Believe and Achieve with God

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1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all children. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and
- Prepares children at the school for the opportunities, responsibilities and experiences of later life.

At Broxbourne CE Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

This also supports the "Personal Development", and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Within a Christian context, the purpose for teaching PHSE (Personal, Health and Social Education) and RSE (Relationships and Sex Education) at Broxbourne CE Primary is:

1. To engender growth in self-respect and self-worth recognising that each of us is created in the image and likeness of God.
2. To encourage the development of a personal, moral code rooted in Christian values and to promote self-confidence and self-esteem.
3. To enable children to have an understanding that love and trust are central to relationships.
4. To promote an appreciation of the nature, purposes and value of family and relationships including marriage.
5. To enable children to understand themselves, their bodies and their physical and emotional development.
6. To enable children to reflect and recognise the qualities that helps them to grow, develop and sustain positive and effective relationships.

We undertake to follow the principles in the Church of England Charter for faith - sensitive and inclusive personal, social and health education, relationships education, relationships and sex education.

As a Church of England school, we work to ensure that our RSE curriculum protects, informs and nurtures all children. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the way this is taught within a moral (but not moralistic) framework.

In all our actions, as within our teaching of PHSE and RSE, everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All children have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated and where they are free to be themselves and fulfil their potential without fear.

After careful consideration, we have decided the Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. It re-visits themes across and within key stages so that children can build on their understanding with age-appropriate depth. We include the statutory Relationships and Sex Education within our whole-school PSHE Programme.

The overview of the programme can be seen on the school website.

We also take care to consider and review new information and the changing world and we adapt our provision to ensure up-to-date information and teaching.

2. Statutory Relationships Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.² They also make health education compulsory in all schools except independent schools" DfE Guidance July 2025 p.2

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance updated 2025

“All schools must have an up-to-date written policy for relationships education or, where they teach sex education, for RSE..”

DfE Guidance July 2025 p.4

Here, at Broxbourne CE Primary School, we value PSHE as one way to support children’s development as human beings; to enable them to understand and respect who they are; to empower them with a voice; to safeguard their emotional, physical and mental health and to equip them for life and learning.

We are determined, at Broxbourne CE Primary School, that PHSE and RSE will be delivered in a way that affords dignity and shows respect to all who make up our community. It will not discriminate against any of the protected characteristics in the Equality Act 9 and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain, fairly, the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage children to develop the skills needed to disagree without being disagreeable; to appreciate the lived experience of other people and to live well together.

At Broxbourne CE Primary, our ethos is to educate our children as unique individuals, and our curriculum reflects the Christian values of our faith within the 21st Century and the importance of stable relationships.

RSE and PSHE promote children’s self-esteem and emotional wellbeing. These lessons help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider community. The school shares, with parents and carers, the responsibility to provide positive and prudent relationships and sex education to help children to understand themselves and to stay safe.

We believe that it is essential that parents are actively involved and engaged in the teaching of RSE to their children.

Our PSHE and RSHE policy is informed by existing DfE guidance:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(for introduction 1 September 2026\)](#) (will be statutory)
- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between children)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)

- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of children's spiritual, moral, social and cultural (SMSC))

It is also aligned with the Church of England's "[A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION \(RSE\) AND HEALTH EDUCATION \(RSHE\)](#)" and draws on the advice given in the Church of England document '[Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying](#)' (Church of England Education Office, [second edition updated summer 2019](#)) and [Inclusion: Flourishing for all](#) -a resource that addresses bullying on the basis of protected characteristics.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

3. What do we teach?

a) Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Sex Education. The table below gives the learning theme of each of the six Puzzles (units), and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding diversity
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
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At Broxbourne CE Primary School, we allocate approximately an hour to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Lessons are taught by trained school staff- not by visitors to the school.

These explicit lessons are reinforced and enhanced in many ways:

- Through assemblies and collective worship
- Through cross-curricular teaching and lessons
- With special celebrations and events such as Safer Internet Day, Feeling Good Week and Cultural Celebration Week
- Within our interactions and relationships: child to child, adult to child and adult to adult
- Through 'living what is learnt' and applying it to everyday situations in the school community
- Through visits and workshops

b) Relationships Education

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

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states, in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all children for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBTQ+ equality, and it must challenge discrimination. RSE must take the needs and experiences of LGBTQ+ people into account, and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

c) Health Education

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

Health Education in primary schools will cover general wellbeing; wellbeing online; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention; personal safety; basic first aid and developing bodies.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere e.g. emotional and mental health is nurtured every lesson and across the school curriculum; social skills are grown throughout school provision and Respect is enhanced through the use of the school Values. Wellbeing online is taught through Computing lessons called 'Be Safe'; Physical health and fitness are taught in both Science and PE lessons and Healthy Eating and Health Protection and prevention are covered by the Science curriculum.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the "Developing Bodies" strand. This is taught by class teachers as part of the Changing Me Puzzle (unit).

d) Sex Education

The DfE states that 'Sex education is not compulsory in primary schools'. However 'recommend that primaries teach sex education' 'in line with content about conception and birth, which forms part of the national curriculum for science.'. (p.11)

At Broxbourne CE Primary School, we believe children should understand the facts about human reproduction before they leave primary school, so we cover this within Health and Sex Education. We teach children about human growth/developing bodies (including puberty) and human reproduction (including conception and birth). The teaching of 'developing bodies' is taught across the key stages; human reproduction teaching is taught in Upper Key Stage 2. We define 'Sex Education' as teaching about human reproduction. This occurs from Year 4/

We intend to teach this:

Within Science lessons, to explore the natural, factual aspect of reproduction and biology and as part of PHSE, to explore social, emotional and personal aspects of change and relationship.

Please note: lessons may have both a Science and PHSE objective taught simultaneously.

Sex Education is taught by a qualified class teacher.

Sex education will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that children can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

e) Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE." DfE Guidance p.6

At Broxbourne CE Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this: i.e. within the Jigsaw Changing Me Puzzle (unit):

Year 4: Lesson 2 (Having a baby)

Year 5: Lesson 4 (Conception)

Year 6: Lesson 4 (Conception and birth)

The school will inform parents of this right by letter in the summer term, before the Changing Me puzzle piece is taught. There will be an opportunity for parents/carers to discuss the curriculum with staff and see resources before these are shared with the children.

4. Monitoring and Review

The governing body monitors this policy annually. The PHSE governor reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The governors give serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

5. Equality

This policy will support and help inform the school's Equalities Statement and Objectives.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all children are appropriately met, and that all children understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their children about LGBTQ+ (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all children to have been taught LGBTQ+ content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies regarding these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

“Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that children understand how to report incidents. Children should be confident that if they report bullying it will be taken seriously.”

It also asserts:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for children to learn to value themselves and their bodies. Relationships and sex education should take LGBTQ+ people into account.” (Page 6)

At Broxbourne CE Primary School we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships and Sex Education.

For further explanation as to how we approach LGBTQ+ relationships in the PSHE (RSE) Programme please see or ask to talk to a member of the Senior Leadership Team:

Valuing All God’s children (Church of England 2019):

https://www.churchofengland.org/sites/default/files/2019-07/valuing-all-gods-children-july-2019_1.pdf

6. Relationships Education in Primary schools – DfE Guidance 2025

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

Relationships content to be covered by the end of primary school:

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

7. Health and Wellbeing education in primary schools-DFE guidance 2025

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Content covered by the end of primary school:

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about

their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent.

11. Where and how to report concerns and get support with issues online

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.

2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

3. The risks associated with an inactive lifestyle, including obesity.

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

2. Understanding the importance of a healthy relationship with food.

3. The principles of planning and preparing a range of healthy meals.

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

8. Appendix 1

Broxbourne Primary Whole School Overview PSHE (including RSE)

Our cohesive approach to PSHE and the wider curriculum ensures our children receive a comprehensive education: preparing them to succeed and to contribute and respond appropriately and responsibly to modern-day society.

Relationships and Sex Education (statutory from 2020/21) is taught through the final two modules of each year group.



Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS (EY1-EY2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1 Age 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences (including appearance) Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2 Age 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthier eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3 Age 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Giving and receiving compliments Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4 Age 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (within school) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength Water safety	Jealousy Love and loss Memories of loved ones Getting on and falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5 Age 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6 Age 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, Difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Additional information:

We also ensure additional teaching, workshops or assemblies address important concerns: either relevant to global or local events, issues or celebrations or related to the context of our school. Many of these are pre-planned whereas others are planned due to current events as they arise.

All children are taught water safety through swimming lessons, and we have a rolling cycle of assemblies that cover aspects such as water, railway, level crossing, fire, firework, road and animal safety as well as visits from the NSPCC. This ensures that each child, during their time at Broxbourne, sees each of these assemblies at least twice.

We always mark 'Anti-bullying Week' and 'Safer Internet Day.'

Our Early Years children annually take part in road safety and traffic awareness workshops delivered by EYFS staff.

We work closely with the school nursing team.

Our Year 5 or 6 children are taught Cycling Proficiency and Road Awareness.

Our Year 6 children are taught First Aid (including life-saving CPR techniques using training dummies) by external instructors.