St. Bede's Catholic Infant School

Personal, Social, Health, Citizenship and Economic Education Policy (PSHCE)
Incorporating Relationships, Sex and Health Education (RSHE)

This policy should be read in conjunction with the
Relationships and Sex Education (RSE) Policy

Agreed by Staff: Autumn 2026

Agreed by Governors: Autumn 2026

Review Date: Autumn 2027

Signed Chair of Governors Ms Howard Date 8.9.2026

Mission Statement

At St. Bede's Catholic Infant School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Policy Development and Consultation

This Personal, Social, Health, Citizenship and Economic Education (PSHCE) Policy should be read alongside our Relationships and Sex Education (RSE) Policy.

The PSHCE policy is developed in line with statutory guidance and is consistent with Catholic Church teaching, is reviewed annually and is ratified by the Governing Body.

Parents/carers are consulted annually, including through the school's Community Arts & Awe & Wonder & Equalities Saturday, where appropriate resources are shared.

Children are consulted in ways appropriate to their age and stage of development, including through pupil steering groups with a focus on positive friendships and keeping each other safe and happy at school.

Rationale

The school aims to provide an age appropriate PSHCE Curriculum and the Archdiocesan recommended RSE Programme (Journey in Love), which both meet statutory requirements, while reflecting our Catholic identity and mission. At St. Bede's, the statutory elements of Relationships, Sex and Health Education (RSHE) Curriculum are firmly embedded within the PSHCE curriculum.

Our approach to the Relationships and Sex Education (RSE – see separate policy) is rooted in the Catholic Church's teaching about the dignity of the human person, made in the image and likeness of God, and is presented within a positive framework of Christian ideals. RSE is therefore placed firmly within the context of relationships and the development of the whole person.

Aims

- Improve personal skills, foster positive attitudes and support children to manage their emotions.
- Encourage children to meet the challenges of growing up, develop skills important in adult life and make choices that support their growth and development.
- Provide positive experiences and opportunities for sensitive discussion which support and develop pupils' self-esteem, self-worth, confidence and empathy.
- Support children in making informed choices about their health, hygiene and wellbeing and encourage healthy lifestyles.
- Teach pupils the correct vocabulary to describe their bodies.
- Develop a positive atmosphere for learning so that pupils can become effective learners and achieve their potential.
- Value themselves and foster positive attitudes towards themselves and others.

- Respect others and appreciate difference and diversity in the world in which they live.
- Develop knowledge, understanding, personal and social skills so pupils can make informed choices regarding personal, social and health issues.
- Enable pupils to take increasing responsibility for their learning, behaviour and wellbeing.
- Develop skills and create a positive culture for building positive and healthy relationships, encouraging care, respect and responsibility towards others, including sexuality and relationships (as age appropriate).
- Enable pupils to take increasing control and responsibility for their lives and play an active part in their school, local and wider communities.
- Become morally and socially responsible.
- Develop awareness of social, economic, political and ecological issues at an appropriate level.
- Nurture mutual trust and respect between individuals and groups and develop understanding of tolerance, boundaries and how to keep yourself safe.
- Enable children to be aware of safety issues including on-line safety and know how and where to seek help.
- Develop skills and attitudes which support children to become good global citizens who make a positive contribution to the world they live in.

Roles and Responsibilities

The Governing Body

The Governing Body approves this policy and holds the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHCE (incorporating RSHE) meets statutory requirements and is taught in line with Catholic Church teaching and the ethos of the school. The Headteacher will also inform parents of their right to withdraw their child from the non-statutory elements of RSHE.

PSHCE Lead

The subject lead supports curriculum planning and progression, monitors teaching and learning and supports staff with resources and guidance.

Curriculum Content

PSHCE is an integral part of school life and is driven by the school's mission and ethos. Content is relevant to the age, experience and maturity of pupils.

As an infant school, the PSHCE Curriculum is carefully sequenced and age appropriate focusing on:

- Me and My Relationships
- Rights and Responsibilities
- Keeping Myself Safe
- Being My Best
- Valuing Difference

Children learn that families can look different and that all children should be treated with respect and care. The curriculum addresses friendship, kindness, trust, loyalty, managing conflict, inclusion, bullying and cyberbullying, stereotypes, permission-seeking, privacy, appropriate boundaries and how to seek help.

On-line safety includes understanding that people may behave differently online, recognising risks, harmful content and contact, keeping personal information private, reporting concerns and understanding that online behaviour should reflect the same principles of respect as face-to-face relationships.

Health and wellbeing learning includes mental wellbeing, emotions, self-care, physical activity, healthy eating, personal hygiene, dental health, sleep, sun safety, health and prevention, basic first aid, drugs, alcohol and tobacco, and understanding when and how to seek help.
Relevant learning is also supported through the statutory Science curriculum, including learning about humans and animals, growth, reproduction, similarities and differences, and treating others with sensitivity.

Planning and Progression

Planning is completed in year groups and includes discrete lessons, workshops and cross-curricular activities on weekly/topic plans. Progression in skills and pupils' understanding is built upon as they progress through the school. The PSHCE skills progression document shows how skills are sequenced. PSHCE including Relationships Education, Health Education and RSE is allocated 4% of curriculum time over Key Stage 1. In the Reception Year PSHCE is taught holistically through the Prime Area of Personal, Social and Emotional Development. Other aspects are reinforced across school life and the wider curriculum.

Teaching and Learning

PSHCE is taught as a discrete subject and is threaded throughout all areas of the curriculum, including Religious Education, Science and Physical Education.

There are opportunities for sensitive discussion and reflection. Teachers establish appropriate ground rules and respond to questions in an age-appropriate manner. Where a pupil asks a question outside the scope of the curriculum, teachers respond appropriately.

Teachers use a range of resources and approaches (including from the list below). These include relevent elements of SCARF, myHappymind, the PSHE Association Primary Scheme of Work and Primary Toolkit, Rights Respecting Schools work, Anti-Bullying Alliance materials and the Archdiocesan recommended 'Journey In Love' 2020 resource for RSE.

- Class teaching and discrete PSHCE lessons
- Year-group activities
- Smaller group work where appropriate
- Cross-curricular learning
- Opportunities for pupil voice, reflection and practical application

Additional opportunities that enhance Teaching and Learning include:

- Workshops and visits from appropriate external providers
- Whole-school assemblies
- Dedicated Weeks and Events including:
  Parliament Week
  Anti-bullying Week
  Emotional Health and Wellbeing Week
  Arts/Awe and Wonder/Equalities Week
  Sports and Physical Well-being Week
- Local and wider community work, including fundraising and support for local/national charities and community organisations.
- Performances and activities supporting links with the parish and wider community

As appropriate adaptations are made to meet individual needs. Where pupils have specific educational needs, support from staff, specialist staff and/or outside agencies may be used to ensure that pupils receive an appropriate and differentiated curriculum.

Our aim is to secure high levels of positive achievement by offering a wide range of relevant and accessible learning experiences.

Assessment

Teachers assess pupils' development including through ongoing observation, discussion and questioning. Assessment focuses on knowledge, understanding, skills, attitudes and the ability to apply learning appropriately.

Monitoring

The delivery of PSHCE is monitored by the Headteacher and Subject Lead through learning walks, planning and work scrutiny, staff and pupil consultations, questionnaires and review of curriculum provision.

Confidentiality, Safeguarding and Disclosure

Staff establish ground rules when dealing with sensitive issues. Children are taught that they should seek help when they feel unsafe and that it is not always right to keep a secret, particularly where safety is concerned.

When a child makes a disclosure to a member of staff, the member of staff must make it clear that they cannot guarantee confidentiality. The child should be told, where appropriate, what information will be passed on and to whom. The child's welfare is paramount.

Any safeguarding or child protection concern must be dealt with in accordance with the school's safeguarding and Child Protection Policy and the school's procedures which are in line with the most current Keeping Children Safe in Education (KCSiE) Document. Staff should discuss concerns with the Designated Safeguarding Lead, Headteacher and Chair of Governors as appropriate.

Equal Opportunities

The school promotes equality of opportunity and fosters good relations. Children are taught to listen to the views of others and respect differences in opinions, backgrounds, families, characteristics and beliefs.

Appendix 1

As an infant school we will explore the following relevant learning opportunities throughout EYFS and KS1 at an age appropriate level.

Relationships education: content to be covered by the end of Primary School

Families and people who care for me

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- 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.
- 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.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them

Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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.
- 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.
- 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.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

- 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.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 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.
- 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.
- 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.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- 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.
- 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.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- 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

- 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.
- 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.
- 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.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 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.
- 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

- 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.
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 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.
- 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.

Primary Health and Well-being: content to be covered by the end of Primary School

General Wellbeing

- 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.
- The importance of promoting general wellbeing and physical health.
- 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.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- 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.
- 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).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online

- 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.
- 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.
- 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.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- 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.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- 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.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- 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

- 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

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- 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.
- 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.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- 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

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

- 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.
- 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.
- 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

Appendix 2

Statutory Science Curriculum

EYFS

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle