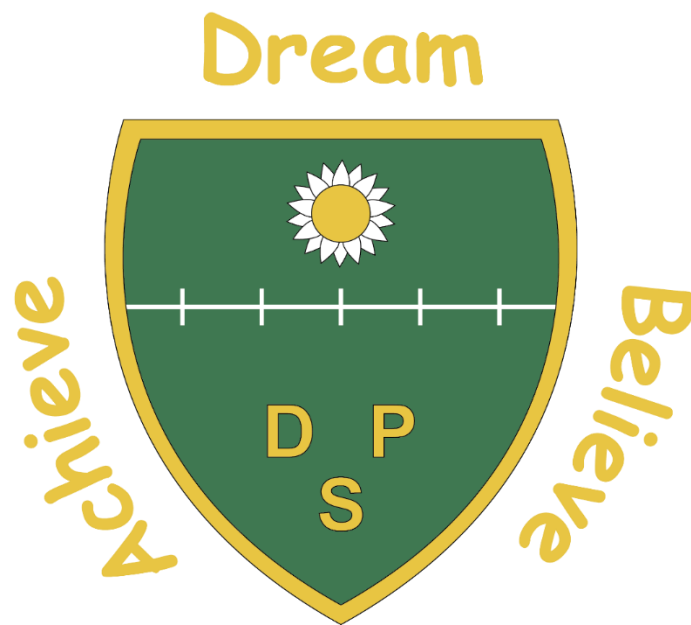


# Daisyfield Primary School



## PSHE, including HRE Policy September 2026-2027

## Introduction:

The purpose of the policy is to outline the school's approach to delivering the PSHE (including RSE) curriculum, in line with statutory guidance.

Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE) are central to safeguarding pupils and preparing them for modern life. Through these subjects, pupils learn to recognise healthy relationships, understand consent and personal boundaries and stay safe both offline and online. RSE and PSHE promote physical and mental wellbeing by providing accurate information on health, emotions and managing risks, while also developing communication, empathy and respect for diversity. They equip pupils with essential life skills, including financial awareness, decision-making, resilience and responsible citizenship. By delivering high-quality, inclusive RSE and PSHE, the school ensures all pupils are supported, informed and ready to navigate adolescence and adulthood with confidence.

This is in-line with the 2025 guidance and is due for implementation by September 2026.

The word "*statutory*" means something that is created, defined, or controlled by law. While PSHE itself remains a non-statutory subject, its core content is underpinned by the statutory **Relationships, Sex and Health Education (RSHE)** framework. Legally, schools must provide this curriculum under the **Children and Social Work Act 2017**.

## Subject Content

R(S)HE is taught within the subject of PSHE within the school, in-line with the statutory guidance.

'PSHE education is the **school subject** through which children and young people acquire the **knowledge, understanding and skills** they need to **manage their lives**, now and in the future.

PSHE education develops the qualities and attributes pupils need to **thrive as individuals, family members and members of society.**'

**(PSHE Association, 2024)**

The statutory elements of relationships and health education are included within the curriculum content.

The topics taught within the curriculum are listed in the appendices: draft curriculum overview. There is transparency in what is taught and parents are able to view materials and have access to these should they wish to. From September 2026, there will be a sample of materials on the website. If parents would like the opportunity to visit school to discuss resources in more detail, they can book an appointment with PSHE Lead: Sadie Hitchen, via the school office. The contact details for the office are: [office@daisyfield.blackburn.sch.uk](mailto:office@daisyfield.blackburn.sch.uk)

## How the subject is taught

Teaching is progressive and builds on prior knowledge so that the content is age appropriate and builds knowledge progressively. PSHE is also taught through themed week such as: anti-bullying week and rail safety week.

PSHE is taught by class teachers because their daily connection with students creates the trust needed to discuss sensitive personal and emotional topics safely.

The curriculum content may be supplemented and enhanced by the use of external visitors and providers who are checked by school and have had the relevant safeguarding procedures shared with them. There will always be a member of school staff present at these deliveries. This will either be Sadie Hitchen (PSHE lead) or a class teacher. The external visitors have been chosen to benefit the learning of the children and meet the needs of the children within school. External providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils.

In PSHE lessons, children will have the opportunity to use an 'Ask It Basket' to submit questions anonymously if they feel more comfortable doing so, rather than asking them in front of the rest of the class.

### External Providers:

Chris McLaughlin - Community Safety Manager (Network Rail)

PCSO Aitibar Sheikh and PCSO Halima Sidat

Representative from AP Smilecare (Dental Clinic)

Hafiz Dr Abdussamad Mulla - Chief Executive Officer (Benefit Mankind Charity)

Michala Rimmington - Road Safety Officer BwD

Elizabeth Barron - Service Delivery Support (Lancashire Fire & Rescue Service)

Representative from Blackburn Food Bank

Crucial Crew

School Nurse – Khatija Jogee

There may be times when themed weeks or specific events means that a visitor not listed here would further compliment the curriculum and therefore this is not an exhaustive list. When a visitor is invited in addition to the list above for PSHE,

parents will be made aware via Dojo and the content of the session will be checked ahead of the delivery just as it has been for the visitors listed above.

## Responsibilities

The responsibilities for the implementation of the policy and monitoring of quality of education are as follows:

**Head teacher & Designated Safeguarding Lead:** Lisa Banks is responsible for the overall safeguarding of students and will ensure that Sadie Hitchen (PSHE Lead) fulfils the responsibilities listed below.

**PSHE lead:** Sadie Hitchen is responsible for the implementation of the policy; monitoring of quality education and answering questions in line with the policy.

**Teachers:** Teachers delivering PSHE are responsible for the implementation of the policy. They must follow safeguarding procedures and use approved lesson content and resources. Teachers must be present during external delivery with their class, unless Sadie Hitchen is present. Teachers may answer questions from parents / carers regarding PSHE in person or via class Dojo.

**Support staff:** Staff will support students with additional needs so that they can access their learning at their appropriate level. Support staff must follow safeguarding procedures (such as if disclosures are made by children during lessons).

**Pastoral staff:** The DSL and deputy DSLs will follow up any safeguarding concerns in line with safeguarding procedures. The Emotional Literacy Support Assistant (ELSA) will provide tailored emotional and social support to pupils.

**Governors:** Governors will make recommendations towards the policy before giving it official approval. Governors will work alongside school to ensure that the policy is implemented accurately.

**External visitors:** Visitors will ensure that they are familiar with this policy, adhere to the sessions and content that has been pre-approved and be aware of the safeguarding procedures.

## Right to Withdraw

Parents/carers have the legal right to withdraw students from sex education lessons **only**. As sex education is not statutory, we have made the decision not to teach this. Children will learn about reproduction of plants, mammals and other living things as part of the statutory Science curriculum but will not receive sex education. Because of this, all PSHE lessons taught in school form an essential part of the curriculum which all children must take part in. Staff may correct pupils using the anatomically correct names for body parts and saying these are the 'doctors words' for them (should it be necessary) from KS2. Staff will use the term 'private parts' in EYFS and KS1.

## Accessibility for All Pupils

School will follow an accessibility plan which is available via the school website. Adaptations for pupils with SEND will be made by class teachers and support staff in collaboration with SENDCo, Caitlin Morley. This will include making adaptations to learning materials.

Other vulnerable pupils (including Care around the family; Child in Need, Child Protection, Young Carers) are identified and supported through inclusive approaches.

### **Monitoring and Evaluation**

Delivery is monitored through regular learning walks, pupil voice and monitoring of evidence. Sadie Hitchen (PSHE Lead) evaluates the delivery termly to ensure that it is robust.

### **Parental Access to Curriculum Materials**

Parents/carers can view a sample of resources via school website. Additional specific resources can be requested via the office, please contact: [office@daisyfield.blackburn.sch.uk](mailto:office@daisyfield.blackburn.sch.uk)

### **Policy Development and Review**

Staff, governors, parents, pupils contributed to the policy during the process.

The policy has been approved by the governing body.

The policy will be reviewed every two years.

### **Appendices**

- Curriculum overview

## Curriculum Overview

| Suggested Delivery Model                             | Autumn 1                                                                              | Autumn 2                                                      | Spring 1                                                       | Spring 2                                                        | Summer 1                                                            | Summer 2                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Over-arching theme:</b>                           | <b>Mental Health and Wellbeing</b>                                                    | <b>Building Strong Connections</b>                            | <b>Keeping Myself and others safe</b>                          | <b>Understanding the Online World</b>                           | <b>Keeping my body healthy</b>                                      | <b>Us, Our Families and Our Futures</b>                          |
| British Values Focus:                                | One British Value each year group with Yr 6 looking at the protected characteristics. | Tolerance                                                     | Mutual Respect                                                 | Rule of Law                                                     | Individual Liberty                                                  | Democracy                                                        |
| Whole school themed lesson with display opportunity: | 5 ways to wellbeing                                                                   | Anti-Bullying Week                                            | Road Safety                                                    | Screen Time                                                     | Dental Health                                                       | Safer Stranger                                                   |
| Yr 1                                                 | Finding Feelings and Feeling Good                                                     | Friends, playing and Working Together                         | Safe and Sound at Home                                         | Kindness Starts With Me                                         | Healthy Body, Happy Me                                              | All about Me and My Family                                       |
| Question:                                            | What are we feeling?                                                                  | How can I make good friends?                                  | How do we stay safe at home?                                   | How can I show kindness to myself?                              | How can I keep my body healthy?                                     | What makes our families special?                                 |
| Yr 2                                                 | Understanding Feelings and Handling Change                                            | Money and Work                                                | Staying Safe Past The Front Door                               | It and Safe Time                                                | My Body, My Boundaries                                              | Reflecting and moving on                                         |
| Question:                                            | How can I recognise feelings and manage change?                                       | What jobs can we do and what can we do with money?            | How can we stay safe when we go out and about?                 | What do safe choices look like?                                 | How can I look after my body and keep myself safe?                  | What has gone well and how can I prepare for my next steps?      |
| Yr 3                                                 | Managing Emotions and Setbacks                                                        | Friendship, Identity and Belonging                            | Safety at Home                                                 | Choices and Responsibility                                      | Healthy Habits for a Healthy Life                                   | Looking out for ourselves and others                             |
| Question:                                            | How can I manage my thoughts, feelings and distractions?                              | What makes a friendship a friendship and how do we belong?    | How can we keep ourselves safe at home?                        | How can I make safe choices online?                             | What habits can help me stay healthy?                               | How can we look out for one another as we grow more independent? |
| Yr 4                                                 | Understanding Change and Resilience                                                   | Respect, Relationships and Risk                               | Recognising Risk and Informed Choices                          | Making Sense of the Media and Money                             | Me, my body and growing up                                          | Families and Relationships                                       |
| Question:                                            | What strategies can we use to manage big feelings?                                    | How can we respect ourselves and others?                      | How can I recognise and manage different risks?                | How can I make sense of money and the news I see?               | What changes as my body develops and grows?                         | How do families work and how can they change over time?          |
| Yr 5                                                 | Positive Thinking and Managing Worries                                                | Friendships, Stereotypes and Bullying                         | Engaging Positively with Our Wider World                       | Online Connections and Digital Responsibility                   | Skills That Can Save Lives                                          | Building Healthy Lifelong Habits                                 |
| Question:                                            | How can I challenge unhelpful thoughts to manage worries?                             | How can I build strong friendships and challenge stereotypes? | How can I act responsibly and respectfully in the wider world? | How can I manage online connections safely?                     | How can I help in an emergency?                                     | How can I build Healthy habits now and for the future?           |
| Yr 6                                                 | Resilience and Emotional Wellbeing                                                    | Money Matters in a Digital World                              | Assessing Risk and Resisting Influence                         | Living with AI: Understanding, Implications and Ethics          | Embedding healthy habits* (inc sex education*)                      | Preparing for Change and the Future                              |
|                                                      | How can I manage my emotions as my responsibilities grow?                             | How can I be a critical consumer in a digital world?          | Can I recognise influences, assess risk and make safe choices? | How does AI impact our lives and how can we use it responsibly? | How can I look after my physical and emotional health as I grow up? | How can I prepare for change and plan for my future?             |