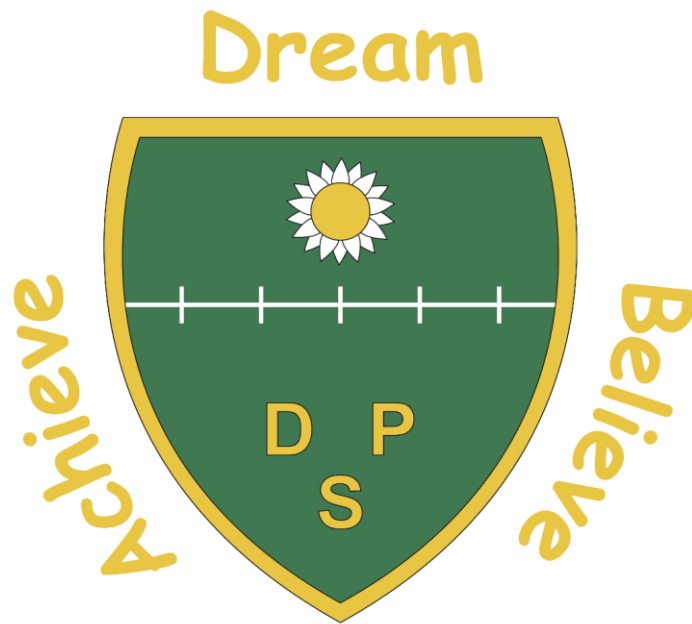


Daisyfield Primary School



PSHE, including HRE Policy

September 2025-2026

PRIMARY PSHE (INCLUDING STATUTORY HRE) EDUCATION POLICY

School: <i>Daisyfield Primary School</i>				
Notification has taken place	The school workforce	Governors	Children & young people	Families
	date: Dec 2021	date: Dec 2021	date: Oct 2021	date: Feb 2022
Date formally approved by Governors:	December 2021			
Date policy became effective:	September 2020			
Person(s) responsible for implementation & monitoring	Sadie Hitchen			
Links to other relevant policies	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Anti-bullying	SEND inclusion	Equalities
	Visitor	Behaviour		
What is PSHE? 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.				
Purpose This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE. We believe it is important because PSHE is at the heart of safeguarding children. It was produced through consultation with Kate Piercy; Lancashire County Council-Advisor, School Improvement Group, school staff, pupils and governors. Parents and carers were informed about the policy through a Parent Information Meeting. The policy is available to parents and carers through the school website.				
Overall school aims and objectives Daisyfield is a caring place which values every member of its school community. We expect all children to be: ready, respectful and safe. We have high expectations and enjoy helping everyone achieve. We encourage everyone to achieve the best in all aspects of their lives. Our school is a bright and stimulating environment where learners are challenged. We provide opportunities for first hand experiences which will develop skills for later life. Children are encouraged to respect the values and beliefs of the global community as we prepare them to embrace their part in an ever-changing world. We have a secure and nurturing environment where children achieve, rise to challenges and learn and grow with pride and confidence.				

What are the aims and objectives of our PSHE programme?

Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, spiritual, cultural, mental, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships, including online. We believe in the importance of relationships and the qualities and character needed to sustain the best relationships, whether it be within a friendship or family.

Daisyfield Primary School will teach children the essential skills and attributes including decision-making, problem-solving and communication skills that they will need for life outside school, through a rigorous programme of study in PSHE, including HRE. These skills will help our children in all areas of their life, including academically, through the development of a Growth Mindset, skills of negotiation and risk assessing. PSHE, including HRE, will also train them to transfer learned skills to other situations and contexts.

What are our intended outcomes?

Through the teaching and learning of PSHE including HRE, children develop the knowledge, skills and attributes in order to **stay healthy and safe**, while preparing them to make the most of life and work. PSHE lessons will enhance their learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making. (Linking to PSHE Association's overarching aims, essential skills and attributes.)

Through the core themes of health and wellbeing, relationships and living in the wider world, the children will be prepared for the reality of life beyond the school gates and will have their cultural capital enriched.

How will we ensure the curriculum is relevant to our pupils?

While promoting the values above, we will ensure that pupils are offered a balanced programme by using relevant local data and school information, e.g. Health Needs Assessment, Health LSIP, which includes Public Health data on areas such as road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

To ensure the curriculum meets the needs of our pupils, we will use and analyse data from such sources as CPOMS, SIMS and Health profiles. This data is related to Relationships, Health and PSHE Education, will inform planning and will address the identified needs of the whole school community.

Key Principles.

Creating a safe and supportive learning environment

Daisyfield Primary School seeks to provide a safe, secure learning environment for PSHE, including HRE, that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident, successful adults.

Ground rules are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teacher is important in order to protect all parties. Before teaching PSHE, clear 'ground rules' must be established or reinforced, and the concepts of confidentiality and anonymity covered at the start of the lesson. Ground rules are most effective when they have been negotiated with the pupils.

At the start of each new topic or theme, a baseline assessment is to be carried out, for example using a KWL, which will be revisited at the end of the topic or theme and added to. This provides a needs-based analysis of the particular group of children. Through this approach, the children's views and opinions will be gathered using questions such as 'why do you agree/disagree?' At the end of the topic, the children can share whether their opinions have changed and why. This is how we assess in PSHE, including HRE. *There are more ideas and assessment examples in the PSHE Association Toolkit, pages 12-16.*

We have Talk It Out post-boxes and cards throughout school which can be used for any worries or concerns that individuals would like to have addressed. It is important that this is checked on a regular basis and always after each PSHE, including HRE lesson.

If or when a sensitive or difficult issue or question arises, it will be dealt with in the following way, in the majority of cases: A question or issue will be written down by a member of staff and the adult will say 'I will get this answered for you.'

A PSHE journal will be introduced from Year 1. This is where the children will document their PSHE work, but can also record significant events in their life, to help them to reflect, help develop coping mechanisms and to learn that life is full of challenges. An example of when this could be used it to reflect on the residential and the confidence and resilience they have built from the experience. This will also help the children to reflect on their successes and achievements. This book will not be shown at parents evening and the reflections can act as a communication between student and staff so that should a safeguarding arise, there are open and trusted avenues of communication available to the child. When there are whole school themed days, the personal development of children within the school will be documented through pictures and work. Ultimately, the impact of our PSHE including HRE curriculum will become apparent as our pupils move on to become well-rounded, resilient and successful adults.

It is advised that teachers use distancing techniques when teaching PSHE. When learning is distanced, pupils are better able to engage with and discuss issues relating to mental health. If pupils are asked to reflect on and share their own experiences, they may feel strong emotions that hinder the ability to learn from, or derive insight from the example. It is therefore safer and more effective to help pupils to think about someone other than themselves: someone 'like them' — for example, a simple profile of a child or young person about their age, who goes to a school like theirs. Pupils will then gain more from discussing questions like 'what might they think, feel, do?' and giving advice to characters in the role of a friend, sibling, classmate, agony aunt or uncle.

We will ensure that where pupils indicate that they may be vulnerable and at risk, we will follow appropriate child protection and safeguarding measures.

DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education and Health and Wellbeing Education.

Statutory Guidance on Relationships Education - KS1 & 2 Five Topics:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe

Statutory Guidance on Physical Health and Wellbeing Education (Health Education) - KS 1 & 2 Eight Topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Intent, Implementation and Impact

What are the aims and objectives of our Relationships Education programme? What are our intended outcomes for Relationships Education?

The learning outcomes of our Relationships Education programme will be that by the end of Year 6, pupils will know and understand:

Statutory Relationship Education

Topic 1: Families and people who care for me.

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, 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 others' families, 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 for them.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage/civil partnership represents 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 feel unhappy or unsafe, and how to seek help or advice from others if needed.

Topic 2: Caring friendships.

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

Topic 3: Respectful relationships.

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Topic 4: Online relationships.

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Topic 5: Being safe.

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it 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 physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources
- Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Intent, Implementation and Impact

What are the aims and objectives of our Health Education programme? What are our intended outcomes?

The learning outcomes of our programme will be that by the end of Year 6, pupils will know and understand:

Statutory Health Education

Topic 1: Mental wellbeing.

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom 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).
- it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

Topic 2: Internet safety and harms.

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Topic 3: Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise 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, vigorous exercise.
- 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

Topic 4: Healthy eating.

- what constitutes a healthy diet (including understanding calories, and nutritional content).
- 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 other behaviours (e.g. the impact of alcohol on diet or health).

Topic 5: Drugs, alcohol and tobacco.

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Topic 6: Health 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 good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene, including visits to the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- about immunisations.

Topic 7: Basic first aid.

- know how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.
- Changing adolescent body
 - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
 - about menstrual wellbeing including key facts about the menstrual cycle.

Relationship and Health Education Curriculum

At Daisyfield Primary School, we follow the Dimensions Curriculum. After extensive research into the best way to pursue the teaching and learning of the PSHE, including the new Statutory HRE at our school, we have decided to continue to use the PSHE and HRE element of the Dimensions Curriculum as a base.

Dimensions has produced an updated, fully comprehensive PSHE Education programme, which includes creative lesson plans that can be easily integrated into the everyday teaching, based on the needs of pupils. Dimensions have used what the PSHE Association have identified as the core areas, covering key concepts and skills that underpin PSHE Education to help primary schools exceed their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. Along with a major focus of school inspections on Personal Development and Behaviour and Attitudes, and a requirement to prepare pupils for their future in the 21st Century, the use of the 3D PSHE will help pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils will also be taught through three underlying core themes, within which there will be broad overlap and flexibility:- 1. Health and Wellbeing 2. Relationships 3. Living in the Wider World.

This will fit in with the topics for each year group and is mapped out in the Daisyfield PSHE, including HRE Dimensions Coverage document.

Although we will be following a scheme of work, it is important that the teaching of PSHE, including HRE, is based on a needs analysis of the current cohort. The School Health Profile is to be used to assess the children's needs. This includes Reception and Year 6 data on areas such as deprivation, obesity and dental health. Data and information from CPOMS can also be used, for example if children are playing on unsuitable video games, this should be an area to be addressed in PSHE, including HRE lessons. Attendance data can also be used to assess the needs of the children.

As well as the lesson materials and resources from the Dimensions Curriculum, teachers also have access to the PSHE Association resources. These resources are rigorously assessed and have gained the PSHE Association Quality Mark. Teachers are able to use the Picture News Resources, which link to the British Values.

In order to safeguard children, we will use the correct names for body parts.

The teaching of PSHE, including HRE, has links with other curriculum areas, including Science, PE, DT, Computing, Art, English, RE, British Values, History, Geography and MFL. Personal Development and Learning Behaviours are embedded throughout the teaching and learning of PSHE, including HRE.

PSHE, including HRE, is underpinned by developing children socially, morally, spiritually and culturally (SMSC) and is promoted by curriculum enhancement such as themed days, whole school events, trips, visits and visitors, family days, assemblies, charity events, projects, School Council and Eco Warriors, residential etc.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE, including HRE, which meets their needs. We will ensure that pupils with SEND receive access to PSHE through quality first teaching with differentiated or personalised curriculum, where needed. Teaching will take into account the ability, age, developmental stage and cultural backgrounds of our young people and those with English as a second language, to ensure that all can fully access PSHE, including HRE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by demonstrating the British Value of mutual respect. We will use PSHE, including HRE as a vehicle to address diversity issues and to ensure equality for all.

How will we ensure that our equalities obligations are fulfilled?

The school has an equality policy and plan, which it follows. This refers to the Equality Act 2010.

At Daisyfield Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfill their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination (Equalities Act 2010). The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected. We will ensure equality by ensuring all stakeholders are treated fairly and all views are valued.

How will we ensure inclusion and personalise learning?

We will identify pupils' different starting points by using a baseline assessment prior to each topic.

We will respect pupils' unique starting points by providing learning that is tailored to them and meets their individual needs. We will ensure that pupils with special educational needs receive access to PSHE education through quality first teaching/support from the teacher/teaching assistant. We will offer challenge to our more able pupils by encouraging them to make connections and develop their growth mind-sets and resilience.

Timetabling PSHE education

PSHE, including HRE needs to be delivered in regular timetabled sessions and needs to be delivered by confident and competent teachers / HLTAs. Enrichment, assemblies and one-off events must enhance the teaching of PSHE, including HRE, not replace it. A regular curriculum, based on the children's needs, with progression and structure must be used.

Our provision is further enriched by curriculum enhancement such as themed days, whole school events, trips, visits and visitors, family days, assemblies, charity events, projects, School Council and Eco Warriors, residential etc.

Who will be responsible for teaching the programme?

The programme will be led and supported by Sadie Hitchen (PSHE & Personal Development Leader) and Lisa Banks (Head Teacher), as and when appropriate.

It will be taught by the class teacher, or HLTA.

The school will support members of staff delivering PSHE to access appropriate CPD by keeping them up to date with the most relevant guidance and offering training as required.

Key Principles and Teaching Methodology

We will ensure learning 'starts from where pupils are' by baseline assessing our children's starting points. We will seek to understand pupils' prior knowledge by looking at previous teaching and discussing with the children what they already know and want to know. We will ensure that sessions, regardless of the content, remain positive in tone and that children know who to speak to if they require further support. We ensure cross-curricular learning by linking all our objectives to our personalised curriculum and allowing children to reflect on what it means to them.

Visitors and external agencies

Visitors and external agencies must be approved by SLT, to ensure that they are developmentally appropriate and are conveying a correct and suitable message to our children. External contributors' input must be part of a planned programme and must enhance the children's learning and experiences or bring expert teaching. The content and learning will be evaluated to ensure the best quality of education for our children. These opportunities are highlighted on the whole school curriculum map.

What topics will be covered and (broadly) when?

See the 3D PSHE Dimensions Matrix for a break down of content for each Key Stage.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through carrying out a PSHE Pupil Voice morning, based on the PSHE Association guidance. See PSHE Pupil Voice document.

How will pupils' questions be answered?

See Key Principles section and Sensitive Objectives document.

Sensitive Areas

When teaching Health Education – Changing Adolescent bodies, the Science element of reproduction will be taught, but nothing more.

In Year 5 and 6, when teaching the following objective from Families and People who care for me, *'That civil partnerships and marriage are examples of a public demonstration of the commitment between two people who love and care for each other and want to spend their lives together and who are of a legal age to make that commitment,'* there should be a distinction between British Law and Religious Law.

'There are people who believe....'

'Because of their faith...'

'However in British Law/the law of the land states....'

'Religious Law states....'

Resources to represent different families, such as books (see resource list) to be used to teach this element too.

Also see document on dealing with sensitive subjects.

Assessment, monitoring, reporting and evaluation statement

PSHE is a personal and reflective subject, so is to be assessed formatively.

A PSHE journal will be introduced from Year 1. This is where the children will document their PSHE work, but can also record significant events in their life, to help them to reflect, help develop coping mechanisms and to learn that life is full of challenges. An example of when this could be used it to reflect on the residential and the confidence and resilience they have built from the experience. This will also help the children to reflect on their successes and achievements.

Although we will be following a scheme of work, it is important that the teaching of PSHE, including HRE, is based on a needs analysis of the current cohort. The School Health Profile is to be used to assess the children's needs. This includes Reception and Year 6 data on areas such as deprivation, obesity and dental health. Data and information from CPOMS can also be used, for example if children are playing on unsuitable video games, this should be an area to be addressed in PSHE, including HRE lessons.

Attendance data can also be used to assess the needs of the children.

The use of KWL and baseline assessments are used in order to monitor the impact of PSHE, including HRE provision. We will ensure learning 'starts from where pupils are' by baseline assessing our children's starting points. We will seek to understand pupils' prior knowledge by looking at previous teaching and discussing with the children what they already know and want to know. We will ensure that sessions, regardless of the content, remain positive in tone and that children know who to speak to if they require further support. We ensure cross-curricular learning by linking all our objectives to our personalised curriculum and allowing children to reflect on what it means to them.

The PSHE Lead will carry out termly 'book looks', to check on coverage, intent, implementation and impact.

See pages 12-16 of the PSHE Association Toolkit for guidance on assessment and record keeping.

Examples such as:

Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall'/working wall	Starting point of a group, knowledge, understanding,	Starting point of individuals,

PSHE lessons need to be marked appropriately and any work in the journals must be looked at on the day it is recorded, in case any safeguarding issues arise.

Children must reflect on the contribution of visitors and external agencies in their journals, in order for PSHE provision be monitored and evaluated.

Ultimately, the impact of our PSHE including HRE curriculum will become apparent as our pupils move on to become well-rounded, resilient and successful adults.

What is our policy on confidentiality?

We will create a group agreement and remind pupils of this at the start of every lesson.

The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.

If a safeguarding issue is raised we will follow our safeguarding procedures in school.

How will parents and carers be involved?

We are committed to working with parents and carers. We will offer support by engaging with parents prior to the introduction of statutory HRE, to provide clarity and allow parents to voice any concerns. We will encourage discussion of topics at home through topic work, Class Dojo and as and when required.

Supporting Documents

Dimensions PSHE 2020 Curriculum documents.

PSHE Association Toolkit

PSHE Association Programme of Study

PSHE Association Preparing for Statutory PSHE

'Heads up!' Getting PSHE Leadership right for the new statutory requirements

Parental Engagement Relationships Education

NAHT – Policy Update on the Equality Act and Relationship Education in Primary Schools

PSHE Association Essential Skills and Attributes

Suggested Contacts and Charities

The Listening Tree – Supervision. Contact- Sally Proctor.

Active Lancashire – Sport England. Contact- Dominic Holroyd.

Care Network Hub – Mental health drop in. Contact- Carole Ward.

Prevent. Contact- Leanne Romley.

NSPCC. Contact- Chris Dunn.

Every Action has Consequences. Contact – Pat Rodgers.

Fire and Rescue Service.

Brooke.

Responsibility for the implementation of this policy.

Key (PSHE/Personal Development) Governor:

Head teacher: Mrs Lisa Banks

PSHE Lead: Mrs Sadie Hitchen

Policy will be reviewed: September 2026