



Great Bradfords Infant & Nursery School

Personal, Social, Health Education (PSHE) Policy

Ratified by the Governing Board: January 2026

Signed Headteacher: _____

 Chair of Governors: _____

Review Date: January 2028

Context

Maintained schools and academies are required to provide a curriculum that is broadly based, balanced in accordance with Section 78 of the Education Act 2002.

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

PSHE

At Great Bradfords Infant & Nursery 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.

We have a scheme that brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development and Wellbeing" 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 Spiritual, Moral, Social and Cultural development (SMSC) opportunities provided for our children.

Sex Education

"Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."

DfE Guidance 2025 p.11

Sex education is not taught specifically as a separate subject at our school. Children's questions are dealt with sensitively by the teacher and answered in a manner appropriate to the age and understanding of the child.

In science children learn that animals and humans reproduce and that their offspring grown into adults; and to be able to name basic body parts and recognise similarities and differences between themselves and others. Through PSHE children are taught the basic rules of keeping themselves healthy, about developing relationships and caring for others, and about the process of growing from young to old.

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 and to equip them for life long learning.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (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 pupils' spiritual, moral, social and cultural (SMSC))

What do we teach when and who teaches it

Whole-school approach

We cover all areas of PSHE including statutory Relationships and Health Education appropriate to the age of our children. See Appendix 1 for year group overview.

We allocate a minimum of one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. This may be delivered as one lesson or a series of lessons during a week.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- Praise and reward systems
- Through relationships child to child, adult to child and adult to adult across the school.

Class teachers deliver the weekly lessons to classes.

Relationships Education

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

It is important to explain that whilst our Relationships unit covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in e.g. the Celebrating Difference unit 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.

Health Education

Health Education will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco' and 'Health and prevention'.

It is important to explain that whilst the Healthy Me unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of our school values.

Relationships & Sex Education

An important part of our PSHE programme is delivered through the 'Relationships' and 'Changing Me' units which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The

question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of RSE coverage within our scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Some elements may be taught as part of the Science curriculum. For instance: naming body parts and the introduction to the processes of reproduction and growth in animals.

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

Parents have the right to withdraw their child from any lesson specifically related to sex education. At Great Bradfords this information would be linked to the specific naming of human body parts with the correct language. This would include vagina, vulva, penis, testicles and anus.

This language is taught in year 1 and repeated in year 2 and parents are notified in advance as to when these lessons will be taught. All other elements are taught within the Science curriculum. A child may not be withdrawn from this.

Monitoring and Review

The governing board monitors this policy on a bi-annual basis. 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.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2025 (p. 36) states, "Schools are required to comply with the relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (see below), when teaching RSHE."

[Public Sector Equality Duty: guidance for public authorities - GOV.UK](#)

It also states that "schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment."

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, Health and Sex Education.

Policy Review

This policy is reviewed bi-annually

Appendix 1

PSHE Curriculum Overview

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery	<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I understand how feeling happy and sad can be expressed • I can work together and consider other people's feelings • I can use gentle hands and understand that it is good to be kind to people • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means 	<ul style="list-style-type: none"> • I know how it feels to be proud of something I am good at • I can tell you one way I am special and unique • I know that all families are different • I know there are lots of different houses and homes • I can tell you how I could make new friends. • I can use my words to stand up for myself 	<ul style="list-style-type: none"> • I understand what a challenge means • I can keep trying until I can do something • I can set a goal and work towards it • I know some kind words to encourage people with • I can start to think about the jobs I might like to do when I'm older • I can feel proud when I achieve a goal 	<ul style="list-style-type: none"> • I know the names for some parts of my body and am starting to understand that I need to be active to be healthy • I can tell you some of the things I need to do to be healthy • I know what the word 'healthy' means and that some foods are healthier than others • I know how to help myself go to sleep and that sleep is good for me • I can wash my hands and know it is important to do this before I eat and after I go to the toilet • I know what to do if I get lost and how to say NO to strangers 	<ul style="list-style-type: none"> • I can tell you about my family • I understand how to make friends if I feel lonely • I can tell you some of the things I like about my friends • I know what to say and do if somebody is mean to me • I can use Calm Me time to manage my feelings • I can work together and enjoy being with my friends 	<ul style="list-style-type: none"> • I can name parts of my body and show respect for myself • I can tell you some things I can do and some food I can eat to be healthy • I understand that we all start as babies and grow into children and then adults • I know that I grow and change • I can talk about how I feel moving to School from Nursery • I can remember some fun things about Nursery this year

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception	<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means 	<ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choice • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me 	<ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend 	<ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<ul style="list-style-type: none"> • I feel special and safe in my class • I understand the rights and responsibilities as a member of my class • I know that I belong to my class • I understand the rights and responsibilities for being a member of my class • I know how to make my class a safe place for everybody to learn • I know my views are valued and can contribute to the Learning Charter • I recognise how it feels to be proud of an achievement • I can recognise the choices I make and understand the consequences • I recognise the range of feelings when I face certain consequences 	<ul style="list-style-type: none"> • I can identify similarities between people in my class • I can tell you some ways in which I am the same as my friends • I can identify differences between people in my class • I can tell you some ways I am different from my friends • I can tell you what bullying is. • I understand how being bullied might feel • I know some people who I could talk to if I was feeling unhappy or being bullied • I can be kind to children who are bullied • I know how to make new friends • I know how it feels to make a new friend 	<ul style="list-style-type: none"> • I can set simple goals • I can tell you about a thing I do well • I can set a goal and work out how to achieve it • I can tell you how I learn best • I understand how to work well with a partner • I can celebrate achievement with my partner • I can tackle a new challenge and understand this might stretch my learning • I can identify how I feel when I am faced with a new challenge • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them 	<ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me 	<ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families • I know how it feels to belong to a family and care about the people who are important to me • I can identify what being a good friend means to me • I know how to make a new friend • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know who can help me in my school community • I know when I need help and know how to ask for it 	<ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans • I understand that changes happen as we grow and that this is OK • I can tell you some things about me that have changed and some things about me that have stayed the same • I know that changes are OK and that sometimes they will happen whether I want them to or not • I can tell you how my body has changed since I was a baby • I understand that growing up is natural and that everybody grows at different rates • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus

	<ul style="list-style-type: none"> • I understand my rights and responsibilities within our Learning Charter • I understand my choices in following the Learning Charter 	<ul style="list-style-type: none"> • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique 	<ul style="list-style-type: none"> • I know how I feel when I see obstacles and how I feel when I overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it • I know how to store the feelings of success in my internal treasure chest 		<ul style="list-style-type: none"> • I can recognise my qualities as person and a friend • I know ways to praise myself • I can tell you why I appreciate someone who is special to me • I can express how I feel about them 	<ul style="list-style-type: none"> • I respect my body and understand which parts are private • I understand that every time I learn something new I change a little bit • I enjoy learning new things • I can tell you about changes that have happened in my life • I know some ways to cope with change
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	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	<ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class and school • I recognise when I feel worried and know who to ask for help • I can help to make my class a safe and fair place • I can listen to other people and contribute my own ideas about rewards and consequences 	<ul style="list-style-type: none"> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I understand that bullying is sometimes about difference • I can tell you how someone who is bullied feels • I can be kind to children who are bullied 	<ul style="list-style-type: none"> • I can set simple goals • I can tell you about a thing I do well • I can set a goal and work out how to achieve it • I can tell you how I learn best • I understand how to work well with a partner • I can celebrate achievement with my partner • I can tackle a new challenge and understand this might stretch my learning • I can identify how I feel when I am faced with a new challenge 	<ul style="list-style-type: none"> • I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I feel good about myself when I make healthy choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I am special so I keep myself safe 	<ul style="list-style-type: none"> • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I accept that everyone's family is different and understand that most people value their family • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I know which types of physical contact I like and don't like and can talk about this 	<ul style="list-style-type: none"> • I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent
Year 2	<ul style="list-style-type: none"> • I can help make my class a safe and fair place • I understand how following the Learning Charter 	<ul style="list-style-type: none"> • I can recognise what is right and wrong and know how to look after myself 	<ul style="list-style-type: none"> • I can identify obstacles which make it more difficult to achieve my new challenge and can work out 	<ul style="list-style-type: none"> • I understand that medicines can help me if I feel poorly and I know how to use them safely 	<ul style="list-style-type: none"> • I can identify some of the things that cause conflict with my friends • I can demonstrate how to use the 	<ul style="list-style-type: none"> • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles,

	<p>will help me and others learn</p> <ul style="list-style-type: none"> • I can work cooperatively • I can recognise the choices I make and understand the consequences • I am choosing to follow the Learning Charter 	<ul style="list-style-type: none"> • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I understand that it is OK to be different from other people and to be friends with them • I understand we shouldn't judge people if they are different. • I know how it feels to be a friend and have a friend • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique 	<p>how to overcome them</p> <ul style="list-style-type: none"> • I know how I feel when I see obstacles and how I feel when I overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it • I know how to store the feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> • I know some ways to help myself when I feel poorly • know how to keep safe when crossing the road, and about people who can help me to stay safe • I can recognise when I feel frightened and know who to ask for help • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy • I can recognise how being healthy helps me to feel happy 	<p>positive problem-solving technique to resolve conflicts with my friends</p> <ul style="list-style-type: none"> • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I recognise and appreciate people who can help me in my family, my school and my community • I understand how it feels to trust someone • I can express my appreciation for the people in my special relationships • I am comfortable accepting appreciation from others 	<p>vagina) and appreciate that some parts of my body are private</p> <ul style="list-style-type: none"> • I can tell you what I like/don't like about being a boy/girl • I understand there are different types of touch and can tell you which ones I like and don't like • I am confident to say what I like and don't like and can ask for help • I can identify what I am looking forward to when I move to my next class • I can start to think about changes I will make when I am in Year 3 and know how to go about this
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