



**Relationships Education (RE)**  
**and**  
**PSHEE and Citizenship Policy**  
**Including The Early Years Foundation Stage (EYFS)**

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## **Scope of this policy**

### **I. Policy Context and Rationale**

- I.1** This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health Education and Citizenship (PSHEE) and Relationships Education (RE) (Years 1-6).
- I.2** This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process will involve the following steps:
  - I.2.1** Review – a working group including staff from different areas of the school will consider relevant information including national and local guidance
  - I.2.2** Staff consultation
  - I.2.3** Parent/stakeholder consultation
  - I.2.4** Pupil consultation
  - I.2.5** Ratification – once amendments are made, the policy will be shared with governors and ratified
- I.3** PSHEE provides a significant contribution to the school's responsibility to the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:
  - I.3.1** Have a sense of purpose
  - I.3.2** Value self and others
  - I.3.3** Form relationships
  - I.3.4** Make and act on informed decisions
  - I.3.5** Communicate effectively
  - I.3.6** Work with others
  - I.3.7** Respond to challenge
  - I.3.8** Be an active partner in their own learning
  - I.3.9** Be active citizens within the local community
  - I.3.10** Explore issues related to living in a democratic society
  - I.3.11** Become healthy and fulfilled individuals
  - I.3.12** Manage feelings
  - I.3.13** Develop self awareness
  - I.3.14** promote children and young people's wellbeing

- I.3.15 achieve the whole curriculum aims
- I.3.16 promote community cohesion
- I.3.17 provide relationships and sex education

**I.4** The policy is informed and underpinned by the School's values of encouraging each child to:

- **be resilient** - with a sense of high self-esteem, self-worth and confidence in their abilities to achieve their full potential in all areas of a rich, diverse, broad and balanced curriculum
- **be resourceful and reflective** - with inquisitive minds, capable of independent and reasoned thought, adapting to an ever-changing world
- **be responsible** - for their own learning, respect others around them, adopt a proactive approach to care, courtesy and consideration and be aware of their own wellbeing and that of others

The PSHEE and RE program aims to develop:

- I.4.1 Successful learners who enjoy learning, making progress and achieving
- I.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives
- I.4.3 Responsible citizens who make a positive contribution to society

**I.5** In order to ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

- I.5.1 democracy & the rule of law
- I.5.2 individual liberty
- I.5.3 mutual respect
- I.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through PSHEE as well as through the School's broad and balanced curriculum.

**I.6** The policy will be made available through the school website.

**I.7** This policy should be read in conjunction with the following other policies:

- I.7.1 Online e-Safety Policy
- I.7.2 Child Protection (Safeguarding) Policy

## **2. Legislation (Statutory Regulations and Guidelines)**

**2.1** Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- 2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

**2.2** The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school

**2.3** Revised Department for Education statutory guidance states that all schools must deliver Relationships Education (Primary) and Relationships and Sex Education (Secondary).

### **3. Roles and Responsibilities**

**3.1** PSHEE and RE delivery across the school will be monitored by the PSHEE Lead. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

**3.2** The SLT and Governors will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well-led, effectively-managed and well-planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **4. Curriculum Design**

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

The staff members responsible for overseeing the delivery of PSHEE and RE are shown below along with the way in which the school delivers curriculum.

We deliver PSHEE and RE through one 50 minute lesson per week. In addition, aspects of PSHEE and RE are detailed through subjects such as P4C, Science, History, Religious Education and English.

In Key Stage 1 and 2, PSHEE is taught by the class teacher, where this is not possible it will be taught by another teacher within the year group. Class teachers, using the Jigsaw Scheme of work, may use their own methods when teaching PSHEE and RE, while, at the same time, ensuring these complement and reflect the overall aims and philosophy of the school.

Whole-school Assemblies provide a weekly opportunity to enhance students' spiritual, moral, social and cultural development, promoting and celebrating the school's values and achievements.

PSHEE and Citizenship are developed in the following ways:

- Class based modules specific to their age and key stage
- Charity fundraising (Mufti days, Compassion)
- Local and global community support (Harvest gifts, the Love in a Box scheme and collections for local charities)
- Visiting speakers (health workers, police, clergy)
- NSPCC

The personal and social development of students in Reigate St Mary's is enhanced by work with Year

6 who take on the role of Peer Mediators, so that they can help to resolve differences which may occur during breaks, and Wellbeing Leaders that lead initiatives throughout the school.

The School Council with representatives from each year are involved in many issues surrounding school life. Meetings are held to discuss and take decisions on various aspects of school life including, the school environment, behaviour, provisions and charity fund-raising activities.

**4.1** In planning the Curriculum, teachers at Reigate St Mary's provide:

- a clear, consistent framework of values
- a classroom climate that encourages a high level of interest
- opportunities for personal growth outside the classroom

All staff promote positive approaches to behaviour and our Behaviour Policy reflects this. It sets clear guidelines for both parents and students.

We provide opportunities for personal, social and health development through:

- individual, peer group, collaborative group work, discussion and role-play
- involvement in a range of problem-solving activities
- preparation and presentation of tasks for different audiences
- positive self-assessment
- positive marking, with oral or written comments
- active participation in the community served by the school.

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, pupils are helped to form their own attitudes and values. By building positive working relationships between pupils and staff, all members of our school family are valued as individuals. Pupils learn the need for good manners, self-discipline and appropriate behaviour, in whatever situation they find themselves.

**4.2** Giving children a voice through the following means the children are given a voice within the school community:

- The children learn about, and practise, democracy through having their own voices heard, and voting for what happens in their school through a School Council and eco committee.
- They learn about the importance of laws in the class, the school and the wider community, through the exercise of our behaviour policy and opportunities for discussion in PSHEE and assemblies.
- Children decide on and agree class rules at the start of the year. They sign their class charter as an agreement.
- Children at Reigate St Mary's school are encouraged to make choices, knowing that they are in a safe and supportive environment, and this way develop their understanding of individual liberty. They learn about rights and personal freedoms and the responsibilities that come with choice.
- Our behaviour policy is built around the need for all members of the community to show respect to each other.
- Our PSHEE and RE curriculum seek to enhance pupils' understanding of their place in a culturally diverse society, along with discussions, visits, visitors and the modelling of a tolerant and accepting attitude.

**4.3**

- Children are taught that their intelligence is grown (a growth mindset) rather than a fixed ability (a fixed mindset),
- Through teaching different challenges in PSHEE e.g. how to successfully struggle and persevere at tasks, children are encouraged to grow their intelligence and apply it in all other areas of the curriculum and in their social lives too.
- It is based on the work by Carol Dweck and taught through videos, discussion, challenges and application to real life.

PSHEE Coordinator – Sarah Page	Science Coordinators: Key Stage 2 – TBC Aug 2025 Francesca Hedges (EYFS & Key Stage 1)
<ul style="list-style-type: none"> <li>• PSHEE curriculum time is delivered by Early Years practitioners and class teachers Years 1 to 6</li> <li>• Elements of the PSHEE Scheme of Work are complemented by work done in science (These areas of Health education are outlined in the following tables)</li> <li>• PSHEE is also delivered through class and whole school/phase assemblies And P4C lessons</li> <li>• PSHEE is also delivered through involvement in the life of the school and wider community</li> <li>• PSHEE is also delivered through pastoral care and guidance</li> </ul>	
<p>Best practice in PSHEE:</p> <ul style="list-style-type: none"> <li>• Any new topic in PSHEE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects</li> <li>• Pupils are encouraged to make healthy choices as research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfires</li> <li>• Pupils will be reassured that the majority of young people make positive healthy lifestyle choices</li> <li>• Pupils are helped to make connections between PSHEE education and their 'real life' experiences, including online contexts</li> <li>• Curriculum design around online presence and social media will link to our Online e-Safety Policy and Child-Protection (Safeguarding) Policy</li> <li>• An Outreach Programme that enhances PSHEE delivery</li> </ul>	

Puberty and Human Reproduction in Jigsaw 3-11		
F5	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

Puberty and Human Reproduction in Jigsaw 3-11		
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – <b>how this happens</b> (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	<b>Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life</b> (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	<b>The story of pregnancy and birth</b> (animations used – the Female and Male Reproductive Systems)

## 5. Safe and Effective Practice (including staff training)

- 5.1** PSHEE and RE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHEE and RE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.
- 5.2** Staff will receive CPD on the delivery of PSHEE and RE. The SLT may also invite visitors from outside the school, such as health professionals, to provide support and training to staff teaching PSHCE and RE.

## 6. Equality of Opportunity

- 6.1** Classroom practice and pedagogy will take into account pupils' development, age,



ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHEE and RE education to address diversity issues and to ensure equality for all by addressing contextual issues identified through pastoral work. PSHEE and RE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of protected characteristics.

**6.2** RE takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

**6.3** Parents have the right to withdraw their children from those parts of RE not within the national curriculum. Further details of this can be found in Paragraph 10.

## **7. Definition of Relationships Education (RE)**

**7.1** The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

**7.2** This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

**7.3** Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

**7.4** Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

**7.5** Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

**7.6** RE is an entitlement for all children and young people and must:

**7.6.1** Be accurate and factual, covering a comprehensive range of information about relationships in order to make informed choices. In schools this should be part of compulsory curriculum provision;

**7.6.2** Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life;

**7.6.3** Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

**7.6.4** Promote a critical awareness of the different attitudes and views on relationships within society such as peer norms and those portrayed in the media;

**7.6.5** Seek to break down stereotypes, tackle negative behaviour and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school;

**7.6.6** Provide opportunities for reflection in order to nurture personal values based on mutual

respect and care;

- 7.6.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- 7.6.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- 7.6.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- 7.6.10 Be delivered by competent and confident educators;
- 7.6.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## 8. Responsibilities and Delivery Overview

Responsibility	PSHEE Coordinator and SLT
Delivery	Form Teachers and Science Coordinator
	<p>The focus during Relationships Education in EYFS and Years 1-6 focuses on:</p> <ul style="list-style-type: none"> <li>the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;</li> <li>differences in families and their structure and respect for the individual circumstances of families</li> </ul> <p>It addresses the relationships between:</p> <ul style="list-style-type: none"> <li>physical health and mental well being</li> <li>the balance of online and other activities</li> <li>emotion and the ability to express emotions</li> </ul> <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, but because some children reach puberty during primary years a degree of education is important.</p>
	After consultation, it was decided that it will teach sex education as part of the Science curriculum in Year 5, appropriate for their developmental stage and understanding
	<p>The aim of RSE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships as they grow up. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.</p> <p>Its aim is to teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where to seek support.</p> <p>It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.</p> <p>RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation and birth).</p>

## **9. Managing difficult questions:**

Difficult questions will be dealt with appropriately and sensitively. The school is mindful that children whose questions go unanswered may resort to the internet to find answers and any question asked which involves content not on the pre- agreed curriculum will be answered on a one-to-one basis (if appropriate) and parents will be informed.

## **10. Parents' right to withdraw their child**

**10.1** Parents will not be able to withdraw their child from relationships education

**10.2** For aspects of sex education in science, parents will be able to withdraw their child if they choose to - sensitive materials are shared with parents in advance for them to make their own judgement.

10.2.1 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

10.2.2 Requests for withdrawal should be put in writing/email and addressed to the Science coordinator. A copy of withdrawal requests will be placed in the pupil's educational record.

10.2.3 The School will keep a record of all such decisions.

## **11. Intended Outcomes**

As a result of our PSHEE and RE program, pupils will:

**11.1** Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

**11.2** Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

**11.3** Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

**11.4** Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

**11.5** Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

**11.6** Develop skills such as teamwork, communication and resilience

**11.7** Be encouraged to make positive contributions to their families, schools and communities

**11.8** Explore differences and learn to value diversity in all its forms

**11.9** Reflect on their own individual values and attitudes

**11.10** Identify and articulate feelings and emotions and manage difficult situations positively

**11.11** Begin to learn about the world of work

**11.12** Begin to learn to manage money and finances effectively

## **12. Monitoring and Assessing**

### **12.1 Monitoring:**

12.1.1 The effectiveness of the PSHEE and RE provision will be evaluated by the PSHEE and Curriculum Leads through planning scrutinies, lesson observation and pupil feedback.

12.1.2 The school's SLT and PSHEE Coordinator will monitor the PSHEE and RE provision annually.

12.1.3 At every review this policy will be approved by the governors.

### **12.2 Areas for assessment:**

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include discussion work, presentations, group work and observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHEE and RE to ensure it is up to date and relevant.

12.2.3 General comments about PSHEE and RE will be included in annual reports to parents.

## **13. Confidentiality**

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team who will consider whether the information must be shared with an external party to ensure the welfare of the pupil.

## **14. Pastoral/Counselling Services**

Pupils are made aware of pastoral, counselling and information services both in and out of school and offered appropriate support.

## **15. Outside Speakers**

Please refer to our Child Protection and Safeguarding Policy and Visiting Speaker Procedure Policy for details of procedures for visiting speakers. Any visiting speaker appointed to provide RE sessions will be on the approved providers' list

and this will be strictly adhered to.

## **16. EYFS**

In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2020 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.