



SUBJECT CURRICULUM POLICY

Appendix B: PSED, PSHE and RSE

Owner	Deputy Headteacher
Reviewers	Deputy Headteacher, Assistant Headteacher
Approved by	Executive Director
Date approved	August 2025
Next Review De	August 2027

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This policy covers our school's approach to social and emotional development across all phases of education. It is based on UK guidance, including the [Early Years Foundation Stage Framework \(2017\)](#); National Curriculum [Personal, social, health and economic \(PSHE\) education Guidance \(2020\)](#); reference to the [PSHE association](#) documents and the [Relationships education, relationships and sex education \(RSE\) and health education](#) (2019). For a more detailed list of other associated documents, please see Appendix 1.

In Early Years (EY) this aspect of learning is addressed through the prime learning area of personal, social and emotional development (PSED). In Primary, this is mostly addressed through Personal, social, health and economic (PSHE) education, which includes RSE. In PSED and PSHE, schools are expected to cover the following aspects:

- Health & Wellbeing,
- Relationships,
- Living in the Wider World.

Whilst these aspects were an expectation in UK state schools, the introduction of compulsory RSE in September 2020 strengthened this requirement. This was already a requirement for independent schools.

All schools must deliver relationships education, but sex education is not compulsory in primary schools. Therefore the RSE content set out in this policy focuses on the Relationships Education and Health Education.

Rationale and Ethos

At ISO, we believe that the development of the social emotional aspects of a child's learning is central to their wellbeing and underpins academic achievement. In our international environment, it is especially important as our children can be vulnerable due to relocating, as well as ensuring that they develop their skills as global citizens including their awareness of the similarities between other people and cultures.

PSED and PSHE are the areas of the curriculum that focus on the development of children's values, knowledge, skills, understanding and attitudes that will help them to become positive and empathetic members of society. These include the attributes of decision making, to be able to:

- live healthily – physically and mentally;

- be safe – personally, in relationships, online and various environments;
- be independent - prepared for life, work, resilience.

We believe that through implementing structured and progressive planning from EY through to the end of primary, we are able to support the children to develop a positive sense of self as well as a respect and understanding for others. Children are also encouraged to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts, both real and through discussion. We aim to support our children to develop resilience, to know how and when to ask for help, and to know where to access support.

Safe and effective practice

The SLT and staff are aware that views around PSED, PSHE and RSE related issues are varied. However, while personal views are respected, all teaching is without bias. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal questions from the children arising from discussions and lesson content are answered according to the age and maturity of the child(ren) concerned and the limits of the year group topics. The SLT trusts teachers to also make the professional judgement as to whether to answer the question to the whole group or on a more individual basis, as well as using their skill and discretion in this area. In addition, they are expected to refer to the Designated Safeguarding Lead if they are concerned or believe any child to be at risk.

Roles and responsibilities

Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver Relationships Education in primary schools. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Therefore, we aim to provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils in Year 6. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as sharing this policy with parents, the SLT and relevant teacher(s) will consult parents before the specific lessons are taught and share an overview of the content to be taught and resources to be used.

After being informed, should parents wish that their child does not participate in the lessons, they will be invited to meet individually with the SLT to confirm the decision and make individual plan for their child, as per sections 45 -50 of the [Relationships education, relationships and sex education \(RSE\) and health education](#) document.

PSED, PSHE and RSE are led by the Deputy Headteacher through the writing of the policy and CPD and monitoring of planning and teaching and is reviewed and monitored by the SLT. The PSHE Lead/ class teachers will give feedback to the SLT as requested.

Staff

Class teachers are solely responsible for teaching PSED/PSHE to their own class and should not delegate this subject to teaching assistants without prior agreement from the SLT.

All staff (academic and administrative) are responsible for:

- modelling positive attitudes;
- responding to the needs of individual pupils;
- following the child protection and safeguarding procedures in the case of a concern/disclosure.

Teachers are responsible for:

- delivering PSED/PSHE and RSE in a sensitive way;
- the Year 6 class teacher and Science teacher are to meet with the SLT before teaching sensitive topics to share the **exact** terminology to be used and the resources;
- consulting parents before the specific lessons are taught which are culturally sensitive;
- teaching children the expectations of conducting themselves in a respectful manner, especially when discussing sensitive matters;
- monitoring progress;
- delivering the curriculum outlined and do not have the right to opt out of teaching PSED/PSHE or RSE. However, teachers who have concerns about teaching any elements are encouraged to discuss this with the SLT;
- timetabling a planned PSHE lesson each week.

SLT

The SLT will liaise with teachers regarding culturally sensitive topic content, including specific discussions regarding RSE topics.

Children

Children are expected to engage fully in PSED/PSHE and RSE, when discussing personal/sensitive issues, by treating others with respect and sensitively.

Parents

At ISO we believe that parents are a vital part of a child's learning and development and none more so than in this area of learning. We are committed to working with parents and feel that it is important to have the support of parents and the wider community in upholding the values and teaching of the school. However, on the rare occasions that there is a strong difference of opinion, we require parents to book a meeting to address this with the SLT, so that a mutual agreement can be made that will benefit the child.

Parents do not have the right to withdraw their children from all, or part of the PSHE/RSE curriculum as teachers will not be teaching RSE that is outside of the science curriculum. If for any reason teachers feel it is necessary to discuss areas outside of the science curriculum with children, parents will be informed and would have the right to withdraw. Parents are always given an overview of the areas that will be taught at the beginning of each half term (for all subjects) and with regards to the more sensitive topics additional information will be sent. Furthermore, all Year 6 parents are invited to a meeting to discuss the RSE and Science topics relating to Relationships Education and Health Education.

Curriculum Design

Our PSHE curriculum is based on the [PSHE Association Programme of Study for PSHE Education](#) (Key Stages 1–5, Jan 2020), with adaptations made to reflect the cultural and religious values of our school community.

In EY, PSED is central to all learning, not only because it is a prime area, but also because without developing these skills children are not able to learn effectively. More detailed information can be found in ISO Subject Curriculum Policy; Appendix A: Early Years.

In Primary and Secondary, PSHE, Character Education and RSE are an integral part of our whole school PSHE education provision.

It provides age appropriate opportunities for children to:

- better understand the nature of human relationships;
- understand about citizenship and being part of communities;
- explore economic factors including charity, earning and saving money;
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles;
- stay safe online;
- know basic first aid and life skills, e.g. calling the emergency services;
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion;
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and the awareness of civil partnerships in other countries;
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
- prejudice, gender bias and equality;
- discuss rules, the rule of law, democracy and the impact of these.

Equalities and Safeguarding within the curriculum

The PSED, PSHE and RSE curricular at ISO demonstrate and promote the core values of the Mission and Vision, as well as the following:

- the value of respect and care;
- valuing family life within stable, loving and committed relationships;
- acceptance of different types of families which also offer stable, loving and committed relationships to nurture children;

- respect for self and others;
- respect for rights and responsibilities within relationships;
- appreciate that different, successful family structures exist;
- understanding diversity regarding religion, gender and culture and freedom of choice within the law. sexual orientation;
- importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender;
- acceptance of difference and diversity;
- promote gender equality and equality in relationships;

- challenge gender stereotypes and inequality.

This policy reflects and is inline with the schools' equal opportunities policy and we ensure that the PSED, PSHE and RSE teaching is inclusive, appropriate and relevant to all children, including those from different cultures. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all children feel valued and included, regardless of their gender, ability, disability, experiences and family background. The PSED, PSHE and RSE curricula strive to meet the needs of all children and deal honestly and sensitively with sensitive questions and topic areas, answering appropriate questions, offering support, informing parents and referring any concerns to the appropriate member of the SLT.

PSED, PSHE and RSE are not delivered in isolation, but firmly embedded in all curriculum areas. Many aspects of PSED and PSHE are taught throughout the year, whilst some specific age-related aspects are delivered, at pre-planned points, during the year in order that parents are informed and can be involved in supporting their child. Specific PSED, PSHE and RSE are delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. They are delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, planning and carrying out events and discussions.



External agencies, visitors and visits

As appropriate, external agencies are invited to support the delivery of all aspects of PSHE. These may include: the school nurse, the school counsellor, the wellbeing leader, the cycling agency and the police. External agencies and visitors are briefed on the relevant part of the PSED/PSHE/RSE policy so that they can work within the document(s). They are made aware of the safeguarding policy and supervised and supported by a member of staff at all times. Their input is monitored and evaluated by staff and informs future planning.

Monitoring, Reporting and Evaluation

Class teachers assess children's understanding and progress through formative and summative processes. These methods are varied, including:

- pre and post-topic mind maps;
- drawings;
- task outcomes;
- questioning;
- quotes from children;
- observations;
- surveys.

At the end of the year, each teacher reviews the content they have implemented and pass on any comments to the next teacher and SLT as part of the monitoring cycle.



Links to other policies and advice

- ISO Positive Behaviour Policy
- ISO Health and Safety Policy
- ISO Safeguarding/Child Protection Policy
- Confidentiality Policy
- ISO Equality Policy
- ISO Anti-bullying Policy

Review of policy

This policy is reviewed according to the review cycle. However, the SLT reserves the right to an interim update in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance. Amendments are made reflecting the feedback from teaching staff, children and parents.

Appendix 1

Other documents that inform this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)



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- Children and Social Work Act (2017)
- [Early Years Foundation Stage Framework \(2017\)](#)
- [Personal, social, health and economic \(PSHE\) education Guidance \(2020\)](#)
- [PSHE association](#) documents (2019)
- [Relationships education, relationships and sex education \(RSE\) and health education \(2019\)](#)

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