Relationships Education and PSHE (Preps) Policy

Berkhamsted Prep and Pre-Prep

Heatherton

Charlotte House

Berkhamsted Day Nursery Ltd.

Revision and Terminology: Please refer to the School's Policies Policy.

Policy owner:	Headteacher of Berkhamsted Prep and Pre-Prep
Type of policy:	Regulatory
Regulatory Body:	Department for Education / Independent Schools Inspectorate
Relevant Legislation / Guidance:	Independent School Standards Regulations 2014 (as amended) The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (Department for Education, 2025)
Last reviewed by / date:	Exec on 5 February 2026
Last approved by / date:	Governors' Education Committee on 14 May 2026 Full Governors on 20 June 2026
Next review due:	Trinity 2029
This version published:	**2 September 2026**
Circulation:	✓All Staff & Governors ✓Inspection Portal ✓School Website ✓Parent Portal ☐Senior & Sixth Pupils
Linked Policies:	Equal Opportunities Relationships and Sex Education and PSHE (Senior & Sixth)

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Context

1 Context of this policy

1.1 Under the Education Act 2002, all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

1.2 Under the Independent School Standards as set out in the Schedule of the Education (Independent School Standards) Regulations 2014 (as amended) ("the ISSRs"), the curriculum must:

1.2.1 Provide for personal, social, health and economic (PSHE) education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (Part 1 paragraph 2(2)(d) of the ISSRs)

1.2.2 Prepare pupils at the school for the opportunities, responsibilities and experiences of life in British society (Part 1 paragraph 2(2)(i) of the ISSRs)

1.2.3 Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society (Part 2 of the ISSRs)

1.3 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 ("the 2019 Regulations"), made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education who have attained compulsory school age. The application of this requirement to independent schools is confirmed in Part 1 paragraph 2A of the ISSRs.

1.4 The 2019 Regulations also make Health Education compulsory in all schools except independent schools. Health Education as part of the PSHE curriculum continues to be compulsory in independent schools under Part 1 paragraph 2(2)(d) of the ISSRs.

1.5 This policy takes into account the Department for Education's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education: (DfE, 2025) ("the 2025 DfE Statutory Guidance").

1.6 This policy is informed and underpinned by the Berkhamsted Schools Group's values of Aiming High with Integrity, Serving Others and Being Adventurous. Pupils are also taught explicitly about Fundamental British Values through the PSHE curriculum as well as through the Prep Schools' broad and balanced curriculum.

Personal, Social, Health and Economic Education (PSHE) and Relationships Education

2 PSHE

2.1 At Berkhamsted Prep, Berkhamsted Pre-Prep, Heatherton and Charlotte House ("the Prep Schools"), Personal, Social, Health and Economic Education is taught as a whole-

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school approach with carefully sequenced content to prevent harm, reflecting the School's ambitious aim to 'develop remarkable people' and to support the children's learning capacity with a broad and holistic focus. PSHE is valued as one way to develop children's confidence and agency, to enable them to understand and respect who they are, to empower them and equip them with a voice, enabling them to recognise boundaries and personal safety.

2.2 This also supports the "Personal Development" aspect required under the ISI Inspection Framework, as well as significantly contributing to the Prep Schools' Safeguarding and Equality Duties, the Government's Fundamental British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

2.3 This policy and the PSHE Schemes of Work are aligned to the PSHE Association Programmes of Study. A Content Overview can be seen below at Appendix 1.

2.4 For Berkhamsted Day Nursery, Stepping Stones at Berkhamsted Pre-Prep and Heatherton Nursery, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 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. The PSED content in the EYFS Framework taught in Berkhamsted Day Nursery, Stepping Stones and Heatherton Nursery, and the Reception year at Berkhamsted Pre-Prep and Heatherton is formulated to provide a foundation which the PSHE programme will build on from Year 1 and beyond.

2.5 This Policy is informed by existing DfE Guidance, detailed at Appendix 4.

3 Statutory Relationships and Health Education

3.1 At the Prep Schools statutory Relationships and Health Education is included within the whole-school PSHE Programme.

3.2 The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.

3.3 Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

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Whole School Approach

4 Implementation

4.1 The Prep Schools follow the PSHE Association Programme of Study which sets out learning opportunities for Key Stages 1 and 2 based on three core themes:

4.1.1 Core Theme 1: Health and Wellbeing

4.1.2 Core Theme 2: Relationships

4.1.3 Core Theme 3: Living in the Wider World

4.2 In the Early Years Foundation Stage (up to the end of Reception), the Early Years Foundation Stage statutory framework is followed which meets the learning, development and care of children from birth to five. PSED is underpinned by all areas of the Foundation Stage curriculum and is taught both explicitly and implicitly.

4.3 At the Prep Schools the timetable for all year groups from Year 1 to Year 6 includes dedicated teaching time each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

4.4 These specific PSHE lessons are reinforced and enhanced in many ways, such as but not exclusive to:

4.4.1 Assemblies and collective worship

4.4.2 School Charters and rules

4.4.3 Promoting positive relationships; child to child, adult to child and adult to adult across the school.

4.5 The Prep Schools aim to incorporate what is learnt in an immersive way so it is applied daily to situations in the school community.

4.6 PSHE is led in each school as follows:

4.6.1 Berkhamsted Prep – Pastoral Lead and PSHE Lead

4.6.2 Berkhamsted Pre-Prep – Pastoral Lead and PSHE Lead

4.6.3 Heatherton – Pastoral Lead and PSHE Lead

4.6.4 Charlotte House – Pastoral Lead and PSHE Lead

4.7 All members of staff are aware of their responsibility to make a positive contribution to the delivery of the Relationships Education and PSHE curriculum.

5 Relationships Education

5.1 At the Prep Schools "Relationships Education" is defined as encompassing the following themes of 'Families and people who care for me', 'Caring friendships', 'Respectful, kind relationships', 'Online safety and awareness', and 'Being safe'.

5.2 The curriculum content which must be covered by the end of Prep (primary education) for each of these elements can be found at Appendix 2. The following principles apply:

5.2.1 Building children's understanding and skills at primary is essential for

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preparing them for more complex content at secondary.

5.2.2 While anchored in an understanding of positive relationships, primary Relationships Education should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This includes pupils being able to recognise emotional, physical and sexual abuse. Pupils should also understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

5.2.3 Protective and preventative content should be introduced in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities.

5.2.4 Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

6 Health Education

6.1 Health Education in primary schools will include 'General wellbeing', 'Wellbeing online', Physical health and fitness', Healthy eating', 'Drugs, alcohol, tobacco and vaping', 'Health protection and prevention (including vaccines)', 'Personal safety', 'Basic First Aid', 'Developing bodies'.

6.2 The curriculum content which must be covered by the end of Prep (primary education) for each of these elements can be found at Appendix 3. The following principles apply:

6.2.1 Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

6.2.2 Effective teaching should aim to reduce stigma attached to health issues and promote openness.

6.2.3 Curriculum content related to puberty and menstruation should be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including schools using appropriate language.

6.2.4 Care should be taken to avoid exposing pupils to concepts which are not appropriate for them.

6.3 Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Developing bodies' strand.

7 Sex Education

7.1 Sex Education is not compulsory in primary schools, but the 2025 DfE Statutory Guidance recommends that all primary schools 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.

7.2 Schools are to determine the content of sex education at primary school. Schools should ensure that both boys and girls are prepared for the changes that adolescence brings. Primary schools should consult parents about the content of anything that will be taught within sex education, including offering parents support in talking to their children about

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sex education and how to link this with what is being taught in school.

7.3 At the Prep Schools, children are taught to understand the facts about adolescence and human reproduction drawing on knowledge of the human life cycle set out in the national curriculum for science – 'how a baby is conceived and born' - but where schools cover human reproduction, this should be in line with the factual description of conception in the science curriculum.

7.4 If a pupil asks a question about topics in Sex Education that the Prep Schools do not cover, the emphasis will be on supporting the child. Actions taken may include speaking to the child's parents or encouraging a conversation with a trusted adult or signposting to support services.

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

8.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education. However, the Prep Schools are not teaching sex education, and therefore the parent right to withdraw their child is not applicable. Parents are invited to contact the relevant PSHE subject lead if they wish to discuss the content of the curriculum.

9 Equality

9.1 This policy will inform the Berkhamsted Schools Group's Equal Opportunities Policy.

9.2 Schools are required to comply with the relevant requirements of the Equality Act 2010 when teaching Relationships Education and PSHE, and as such they must ensure that topics are taught in a way which does not discriminate against pupils or amount to harassment. Pupils should understand the importance of equality and respect throughout their education. Where relevant, teaching will include pupils being made aware of the protected characteristics set out in the Equality Act 2010 in an age-appropriate way.

9.3 Schools should encourage pupils to consider how to express their views while remaining respectful of the opinions of others. Schools should be clear that bullying or disrespectful language or behaviour is never appropriate.

9.4 Primary schools are encouraged to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.

9.5 In this context, the 2025 DfE Statutory Guidance states that by the end of primary school the following content should have been covered:

9.5.1 that the families of other children, 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.

9.5.2 that stable, caring relationships, are at the heart of safe and happy families, and are important for children's security as they grow up.

9.5.3 that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

9.6 Classroom practice will take into account pupils' age, ability, readiness and cultural

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background and pupils with SEND and will be adjusted to enable all children to access the learning. PSHE and Relationships Education is used as a way to promote equality, diversity and inclusion for all by addressing contextual issues identified through the Prep Schools' pastoral management system and wellbeing surveys. PSHE and Relationships Education 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.

9.7 At the Prep Schools respect for all is promoted and every individual child is valued. Similarly the right of pupils, their families and staff to hold beliefs, religious or otherwise, is respected, and it is understood that sometimes these may be in tension with the School's approach to some aspects of Relationships Education and PSHE.

10 Parental engagement

10.1 At the Prep Schools the importance of school and parents working together in partnership is recognised, and as part of this input from parents is valued and their comments are welcomed. If parents have questions or concerns, they are encouraged to contact the relevant PSHE subject lead.

10.2 In formulating and developing this policy, the views of parents have been sought and considered.

10.3 Parents are informed about the Relationships Education and PSHE curriculum and this policy through the usual school communication processes (SchoolPost and Teams) and the policy is made available through the school website.

10.4 The Prep Schools aim to provide supplementary information for parents, some of which will cover Relationships Education and PSHE topics, in order that the Prep Schools' approach and the learning resources used can be shared with full transparency with parents, and parents are supported so that they feel confident in discussing these topics with their children at home.

11 Monitoring of Delivery and Assessment

11.1 The delivery of Relationships Education and PSHE in the Prep Schools is monitored as part of the Prep Schools' regular cycle of curriculum review.

11.2 Children's knowledge and understanding will be assessed through classroom discussion and formative assessment activities. Teachers should provide evidence of learning to make a judgement about children's progress, which may include presentations, written evidence, group work, observations.

12 Policy Review

12.1 This policy is reviewed in accordance with the regulatory cycle of inspection at least every 3 years, or earlier if required due to legislative changes, updates to the statutory guidance or to reflect changes in practice. This process will include obtaining input from all members of the school community including pupils, parents, staff and governors.

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Appendix 1a - Berkhamsted Prep & Pre-Prep - PSHE Content Overview – Year 1 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

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Appendix 1b – Heatherton – PSHE 5-11 Content Overview

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Year 1	***What is it like being in Year 1?*** Being Me in My World	***How do we recognise our feelings?*** Health and Wellbeing	***What is the same and different about us?*** Relationships	***Who is special to us?*** Relationships	***Who helps to keep us safe?*** Health and Wellbeing	***How can we look after each other and the world?*** Living in the Wider World
Year 2	***What is it like being in Year 2?*** Being Me in My World	***How do we recognise our feelings?*** Health and Wellbeing	***What makes a good friend?*** Relationships	***What is bullying?*** Relationships	***What helps us to stay safe?*** Health and Wellbeing	***What can help us grow and stay healthy?*** Health and Wellbeing
Year 3	***What is it like being in Year 3?*** Being Me in My World	***Which Zone am I in?*** Health and Wellbeing	***How can we be a good friend?*** Relationships	***What are families like?*** Relationships	***What keeps us safe?*** Health and Wellbeing	***What makes a community?*** Living in the Wider World

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Year 4	***What strengths, skills and interests do we have?*** Being Me in My World	***How can we manage our feelings?*** Health and Wellbeing	***How do we treat each other with respect?*** Relationships	***How will we grow and change?*** Health and Wellbeing	***How can our choices make a difference to others and the environment?*** Living in the Wider World	***How can we manage risk in different places?*** Health and Wellbeing
Year 5	***What makes up our identity?*** Being Me in My World	***How can we manage our feelings?*** Health and Wellbeing	***How can friends communicate safely?*** Relationships	***How can the media influence people?*** Living in the Wider World	***How can drugs common to everyday life affect health?*** Health and Wellbeing	***What jobs would we like?*** Living in the Wider World
Year 6	***How can we keep healthy as we grow?- physically*** Health and Wellbeing	***How can we keep healthy as we grow?- mentally*** Health and Wellbeing	***What will change as we become more independent?*** Relationships	***How do friendships change as we grow?*** Relationships	***How can the media influence people?*** Living in the Wider World	***How do we manage change?*** Health and Wellbeing

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Appendix 1c – Charlotte House – PSHEE Content Overview – EYFS to Form VI

These are fundamental objectives for the PSHE curriculum at Charlotte House; included are all Statutory RHE objectives.

They reflect the importance of the three key areas of:

Health and Wellbeing Relationships Living in the Wider World

For topic-specific information and to see the context in which these objectives are approached and met, see the termly PSHE plans or the yearly subject overview. Some objectives are cross-curricular and are also embedded within the curriculum topics in Science, Geography, Religious Education and during school trips.

EYFS	I	II	III	IV	V	VI
Display high levels of involvement for increasing lengths of time. Be confident enough to take appropriate risks – resilience, perseverance Develop a sense of self as a member of different communities Express needs and feelings	Recognise what they are good at, what they could improve, and express positive qualities about themselves Recognise what is right and wrong and show responsibility for themselves and others in different situations Make, agree and follow rules for	Reflect on, show pride in, and evaluate their own talents and strengths to set simple goals Participate in a simple discussion about school issues, including rules and School Council – safe and fair Understand what makes a good friend and recognise how their behaviour affects their friends and other people	Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements Be able to face new challenges and changes positively, show resilience	Celebrate their own strengths without showing off, and recognise where they can make improvements Be able to explain their views on issues that affect the school environment, including rules and school council, democracy Develop skills needed for relationships e.g.	Discuss their views on issues sensitively and respectfully Reflect on and evaluate their own strengths and set personal goals Identify rights, needs of the wider community and their roles and responsibilities as members Recognise and respond to a	Celebrate their and class mates strengths and reflect on what they do well and what they can improve on Recognise how to take care of their bodies and emotions through puberty, including hygiene and a balanced lifestyle Develop strategies to deal with their feelings, self-esteem in a positive way – how to maintain positive mental health. Learn about mental

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appropriately, control impulses Initiate interaction with other people Develop awareness of their own needs, views and feelings Recognised and be sensitive to the needs, views and feelings of others Develop respect for their own cultures and beliefs and those of others Perform simple tasks independently Develop positive self- esteem Show developing empathy for others	their group and classroom Develop an empathetic, kind and caring attitude towards family, friends and others around them Recognise and resist bullying and other pressures and understand what to do. Say no when something feels wrong Recognise their new responsibilities and opportunities as they grow up Understand that they are unique Understand that everyone around them is unique, and discuss ways in which people	Understand their different feelings and begin to develop strategies to cope with not-so-good feelings (for example worry dolls) Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying Understand ways to keep safe and healthy, including hygiene and discussions on drugs and medicine Understand that they are unique Identify and respect the differences and similarities between families and people Be aware of disabilities and different physical	and know when to seek help – overcome obstacles Value contributions of others in discussion Begin to develop strategies for resisting pressure to behave in an unacceptable way. Participate in making and changing rules Contribute to decision making in a small group/ School Council ideas Begin to make informed choices about a healthy lifestyle – exercise, types of food Follow simple, safe routines for good hygiene and to	listening, supporting and showing care – how to make decisions on conflict Recognise and discuss their emotions, both positive and negative Develop strategies to cope with risky situations and personal safety, including online Realise the nature and consequences of negative behaviour, including bullying, and how to respond to negative behaviour Recognise what makes a healthy lifestyle, including	variety of good and not so good feelings and emotions in themselves and others, including conflicting emotions – effect on others. Develop positive strategies to cope with conflict amongst peers, including bullying Develop strategies to resist peer pressure and stand out from the crowd Understand about national government and democracy, why we need laws and what happens when they are broken. Develop skills to enable them to	health/illness and that people have different attitudes towards this. Recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed. Explore the grief cycle and its various stages. Identify needs of the wider community and develop their roles and responsibilities as members Prepare for and manage the change to secondary school, looking at longer-term goals. Stretch themselves by setting challenging and realistic goals. Look after their money and realise that future wants and

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Give focused attention. Listen to an adult and to a friend Dress and undress independently Manage their own personal hygiene, personal needs, healthy food choices Begin to regulate their behavior accordingly. Show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play co-operatively	are similar or different Recognise ways to keep themselves safe and healthy, include general hygiene, safety online and safety near roads Discuss and find out about people who keep us safe Discuss and share ideas about belonging to groups where people are special to us, including in our family and school Develop relationships, listen to other people, and play and work cooperatively Learn how to make everyone	needs and how they can help other people Begin to understand that they can make choices, including choosing food for a balanced diet and choices about money To explain why money is important. To describe different uses for money and how currency has changed over time. Recognise their new responsibilities and opportunities as they grow up Discuss and share ideas about their responsibilities regarding litter and saving energy Consider social and moral dilemmas that	reduce the spread of bacteria/ viruses Understand that their actions, including bullying, affect themselves and others Be able to recognise and discuss the role of the special people in our lives and community who help others. Consolidate understanding of differences and similarities between people Recognise their own and other people's feelings Initiate friendships Understand ways to minimise risk and keep themselves safe,	positive and negative influences on physical, mental and emotional health, smoking, alcohol, why do people take them- effects of peer pressure Identify reasons about why rules are needed Understand there are consequences when rules are broken Continue to value contributions of others in discussion, including about role models Develop organisational skills and identify their importance in school and the	make positive choices and decisions about their school and wider environment Recognise the importance of saving money, and how money can be spent wisely, including fundraising Discuss, ask questions and understand how the body and emotions change during puberty – sex ed in science lessons Know that drugs can be legal/ illegal and that they have effects and risks, basic first aid Begin to make choices and decisions about issues affecting	needs may be met through saving Realise the consequence of anti-social and aggressive behaviour – know where to get help if worried. Recognise the terms extremism and fundamentalism and understand what to do if it is encountered Understand what democracy is and about the basic institutions that support it locally and nationally, how they contribute in school Show confidence listening to others and discussing and debating their views on wider issues, including immigration with respect.

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and take turns with others. Learn what it means to be responsible. Encouraged to think about thigs that they are good at whilst understanding that everyone is good at different things. Learn about friendship and how to be a kind friend. Identify and use skills to make a friend. Be able to vocalise success for themselves and about others successes. Set and work towards simple goals.	feel safe in their class as well as recognising their own safety. Set simple goals, how to achieve them as well as overcoming difficulties. To understand what money is and how it is used. To begin to understand that people may make different choices about how to save and spend money Introduced to life cycles. Human life cycles and to look at simple changes from baby to adult. Taught the correct words for private parts of the body.	they come across everyday Voice differences of opinion sensitively and courteously Learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. Learn about choices and the consequences of making different choices. Recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. Discuss perseverance when they find things difficult.	including online and near roads Begin to understand about saving money and discuss money spending. To explain the best payment methods to use, depending on the circumstance, and why our banknotes are so secure. Learn the need for rules and how these relate to right and responsibilities. Explore choices and consequences, working collaboratively and seeing things from other people's points of view. Learn about families, that they are all difference and that sometimes	wider community of work Understand that there are responsibilities as well as rights Discuss sensitively the importance of belonging, and the different groups we might belong to, including community, clubs, religions, nationality Recognise and discuss how we are affected by and respond to change, and the importance of resilience Discuss and recognise their role and responsibility in looking after the planet	their health and about keeping safe, including online, and well being Explore culture and cultural differences. Link this to racism. Discuss rumour spreading and name-calling. Learn there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. Investigate how boy types are portrayed in the media, social media and celebrity culture. Learn about eating disorders and how this can be linked to negative body image pressures.	Develop their social skills, including making and developing friendships and speaking with a wider range of adults Recognise the role of voluntary, community and pressure groups Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK Use basic techniques to resist peer pressure to behave in an unacceptable or risky way, including bullying Identify how to find information and advice through helplines Learn that healthy relationships are positive and welcoming towards

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Form positive attachments to adults and friendships with peers. Encouraged to think about how they have changed from being a baby and what may change for them in the future. Names & functions of main parts of the body and discuss how these have changed.	Taught nobody has the right to hurt these parts of the body.	Consider what makes them feel relaxed and stressed. Learn the roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Consider the importance of trust in relationships and what this feels like. Practise strategies for being assertive, when someone is hurting them or being unkind. Also learn about people who can help them if they are worried or scared. Compare different life cycles in nature, including that of humans. Discuss how independence,	they fall out with each other. Revisit the topic of bullying and discuss being a witness (bystander); discover how a witness has choices. Use problem solving techniques in bullying situations. Look at examples of people who have overcome challenges. Learn about different types of drugs, the ones you take to make you better, as well as other drugs. Identify the different expectations and roles that exist within the family home. Identify why stereotypes can be unfair.	Develop their understanding of saving money and discuss money spending Explain how we can 'grow' and best spend our money, both in the bank and by making wise spending decisions. Explore being a part of a team. Talk about attitudes and actions and their effects on the whole class. Consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. Discuss the pressures of being a witness and why some people	Learn about the importance of self-esteem and ways this can be boosted. Investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. Taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time also discussed.	others, based on mutual respect without any pressuring, and do not make others feel lonely or excluded. Learn how to recognise who to trust and who not to trust. Learn the importance of respecting others, even when they are very different from them. Learn the conventions of courtesy and manners. Learn the importance of self-respect and how this links to their own happiness, both online and in person. Learn the importance of permission seeking and giving in relationships with friends, peers and adults.

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		freedoms and responsibility can increase with age. Ensure pupils are re-taught the correct words for private parts of the body (those kept private by underwear). Remind them that nobody has the right to hurt these parts. Taught where they can get help if worried or frightened.	Learn about babies and what they need to grow and develop including parenting. Learn that puberty is a natural part of growing up and that it is a process of getting their bodies reading to make a baby when grown-up. Discuss how they feel about puberty and growing up.	choose to join in or choose not to tell anyone about what they have seen. How to cope with/ overcome feelings of disappointment. Bodily changes and puberty are revisited. Feelings associated with change and how to manage these.		Learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. Discuss differences and similarities and that, for some people, being different is difficult. Discuss strategies for dealing with this as well as wider bullying issues. Learn about exploitation as well as gang culture and the associated risks therein. Investigate online safety, learning how to judge if something is safe and helpful.

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Appendix 2 - Relationships Education in Primary Schools – 2025 DfE Statutory Guidance

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. The 2025 DfE Statutory Guidance states that the following content is to be covered by the end of primary school:

	Curriculum Content:
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

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Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

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	6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

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Appendix 3 – Health and Wellbeing education in Primary schools – 2025 DfE Statutory Guidance

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. The 2025 DfE Statutory Guidance states that the following content is to be covered by the end of primary school:

	Curriculum Content:
General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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) 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

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	3. The benefits of limiting 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 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

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	4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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Appendix 4 – DfE Guidance

Our Relationships Education and PSHE Policy is informed by existing DfE guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory 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)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- SMSC requirements for independent schools at Part 2 of the Independent School Standards: Guidance for independent schools document

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