



## PSHE (Personal, Social, Health Education) Policy (including Relationships and Sex Education (RSE) and Health Education)

Name of Author	<i>Natalie Gray</i>
Title of Author	<i>Lead Practitioner for Personal Development, Safeguarding, Wellbeing and Careers</i>
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## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. A PSHE curriculum:

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

We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

## Statutory RSE and Health Education

*“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.” DfE Guidance p.8.*

## Approval and review

This policy is the responsibility of: **Lead Practitioner for Personal Development**

This policy is due for review by: July 2024

This Policy applies to Laurel Park School and all governors and staff of the school must abide by this policy. It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Headteacher.

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## Rationale and Ethos

Laurel Park School believes in equal opportunities for everyone. All members of the school are expected to show consideration for all fellow members by promoting a caring environment in which the young person receives an education that combines PSHE (that includes elements of Citizenship, Character Education and careers), RSE and Health Education. We will ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

It is within this context that all pupils are entitled to an age-appropriate relationship and sex education (RSE and Health Education) programme as an integral part of our whole school PSHE programme that incorporates all new Statutory requirements outlined by the government in *“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education.*

Through the provision outlined in this policy we also aim to raise students’ self-esteem and confidence, developing communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

RSE and Health Education encompasses the development of adolescents in matters concerning human relationships and sexual activity based upon a comprehensive programme of study; embracing moral, spiritual, cultural values, attitudes and behaviour as well as knowledge in line with the school ethos. The lessons do not encourage early sexual experimentation, they teach young people to understand human sexuality, respect themselves and others and to understand the law. Laurel Park recognises that parents have a vital role to play in this matter and that this policy must be seen as a working partnership between home and school.

## **Section 1: Defining what we mean by relationships and sex education**

In this school Relationships and Sex Education refers to:

- The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing
- The development of skills, knowledge and strategies children need to keep themselves safe, happy and well both online and in the real world
- Teaching the characteristics of positive, healthy and respectful relationships – including learning about how to effectively communicate consent, how to recognise consent from others and a person’s right to withdraw consent
- Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity
- Teaching about healthy, respectful, non-exploitative and non-coercive behaviours including harmful sexual behaviours (Ofsted June 2021 report)
- Teaching about the concepts and laws relating to the age of sexual consent both in established and new relationships, sexual exploitation, domestic abuse, grooming, rape, forced marriage, FGM and honour-based violence – including how these can impact current and future relationships

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- Developing an understanding of sexuality, gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:
  - a) Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
  - b) Gender identity
  - c) Home background (e.g. different family make-up)
  - d) Ethnicity
  - e) Gender
  - f) Special educational needs and disability
- Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; ensuring access to up to date and correct factual information.
- Effective teaching and learning that supports pupils to develop safe, fulfilling and healthy sexual relationships at the appropriate time – including learning about the choice to delay first sex and the right to enjoy intimacy without having sex.
- Teaching about the impact of viewing harmful and / or sexually explicit material – including the extent to which pornography presents a distorted picture of sexual behaviours, damaging the way people see themselves in relation to others and negatively affecting how they behave towards sexual partners.
- Teaching about safer sex and sexual health, to ensure pupils are equipped to make safe, informed healthy choices as they progress through adult life – including learning about fertility, pregnancy and avoiding unplanned pregnancy.
- Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services.

### **Defining what we mean by Physical Health and Wellbeing Education**

In this school Health Education refers to:

- Mental Wellbeing
- Internet Safety and Harm
- Changing Adolescent Body
- Health and Prevention
- Physical Health over Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco use and abuse
- Basic First Aid

### **Our aims for PSHE, RSE and Health Education**

- To provide a safe environment where questions of a sexual nature can be asked and answered openly without embarrassment and to encourage mature attitudes to natural bodily functions.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent assertive decision-makers.
- To promote healthy relationships and the idea of mutual responsibility within these relationships.
- To enable pupils to develop the ability to form positive, non-exploitative relationships.

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- To promote self-respect and to help young people to understand that they have rights and should have control over who touches their bodies and to offer strategies for dealing with such situations.
- To counter misleading information and challenge attitudes.
- To provide up to date information regarding the law and sexual behaviour.
- To provide students with the knowledge, confidence and skills to avoid unintended teenage pregnancies.
- To develop an understanding of the implications and responsibilities of parenthood.
- To challenge attitudes and beliefs around gender/ sexual behaviours.
- To ensure RSE fosters gender equality and LGBTQ+ reducing stigma and discrimination.
- To raise awareness of the health risks associated with sexual activity, including HIV/AIDS.
- To educate pupils about harmful sexual behaviours both in person and online and how these can be reported.
- To inform pupils of where they can go for further information and advice.

### **Section 2: Implementation and curriculum**

At Laurel Park there is a clear curriculum intent for PSHE, RSE and Health Education. The statutory guidance states that from 2020 all schools must deliver an RSE/ Health Education programme. RSE is also taught within the Science and Religious Studies Curriculum. The PSHE programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

Laurel Park allocates a 50 min PSHE lesson once per week which will be taught by form tutors, which helps to build on a trusting relationship. Members of the Senior Leadership Team will be used to cover lessons in the first instance should it be needed to ensure the highest quality and sensitivity is implemented. They will draw upon cross curricular links and content e.g. science – puberty, Physical Education – maintaining a healthy lifestyle. An overview of our PSHE Curriculum Intent and Big ideas which are developed through the Schemes of Learning (SOL) can be found in appendix 1. The themes are taught across the school; the learning deepens and broadens every year in each year group. Staff training in the form of whole school CPD will happen at the start of each term, led by the Lead Practitioner for Personal Development (Ms N Gray).

It is important that we implement our PSHE and RSE/ Health Education policy consistently throughout the school, and provide effective provision throughout classrooms. To ensure this;

- The PSHE programme and our lesson plans and schemes of work are based on the PSHE Association Key Themes and Guidance, Jigsaw PSHE and EC Publishing.
- Lessons are age appropriate; content will be made accessible to all pupils, including those with SEND and use an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the programme.
- There is confident and consistent use of the correct terminology.
- Those fulfilling in-class support roles also receive training so as to ensure they can help facilitate the access of those pupils they are specifically supporting.
- There will be support and training available to those staff who require guidance on difficult topics
- Have a proactive and planned approach to involving external professionals (e.g. school health nurse, Police, National Mental Health Organisations) in supporting the delivery and development.
- We encourage teachers to provide and amend additional resources that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

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- We aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.
- This includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

These explicit lessons are reinforced and enhanced in many ways through:

- Assemblies
- Guest Speakers and outside agencies
- Praise and reward system,
- Through relationships, student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.

### **Pupils with special educational needs**

The PSHE and RSE/ Health Education curriculum is inclusive and meets the needs of all our children. Careful consideration is given concerning the level of learning and differentiation needed, and in some cases the content or delivery will be adapted, in consultation with the Special Educational Needs Department. The Speech and Language staff will supplement the RSE of the students with whom they work, guided by the individual needs of the group; this additional work will usually focus on the social skills connected with relationships.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

### **Using Visitors and guest speakers**

We may invite guest speakers into school to talk on issues related PSHE, RSE and Health Education. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge a pupil's perceptions.

- Other agencies/professionals and visitors will enhance but not replace our teacher-led programme
- Teachers will always be present during sessions facilitated by other agencies / professionals and visitors
- We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading

Our assembly programme will align with what is being taught in PSHE during that time.

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## Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

## Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. We will offer provision to staff who feel they require support and guidance when dealing with challenging topics. The lessons have also been heavily scripted and planned by a Social science professional. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the DSL/PSHE leads.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- the 'Ground Rules slide' will be displayed and discussed at the beginning of every PSHE lesson
- ensuring issues are not personalised
- making the classroom a cone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Normal behaviour policy will also be followed during all PSHE lessons

## Equal opportunities

PSHE and RSE/ Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy (and in line with the Equalities Act, 2010).

## Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the Designated Safeguarding Lead (DSL). Providing advice on contraception and practising safer sex is a key part of the school's RSE provision. We also encourage parents/carers to engage their child in open discussion about practising safer sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

## **Section 3: Roles and Responsibilities**

Members of staff responsible: Lead Practitioner for Personal Development (Ms N Gray) supported by Deputy Headteacher (Mr L Hubbard),

The **Lead Practitioner and Deputy Headteacher** are responsible for the planning of the RSE provision and are responsible for ensuring its effective delivery.

It is important that all school staff feel comfortable to take PSHE classes and answer questions from pupils. The school provides regular professional development training in how to deliver PSHE, RSE and Health Education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to sensitive questions and an introduction to the rationale of why teaching RSE is so important. There are certain members of the school leadership team / PSHE leads, who will hold more responsibility



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for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders / PSHE leads will develop this school policy and review it every year. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.

- Ensure that all PSHE staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE, RSE and Health Education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding PSHE, RSE and Health Education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the PSHE, RSE and Health Education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE, RSE and Health Education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of PSHE, RSE and Health Education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

### **All staff will**

- Ensure that they are up to date with school policy and curriculum requirements regarding PSHE, RSE and Health Education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Headteacher
- Attend and engage in professional development training around PSHE, RSE and Health Education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the DSL. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to the PSHE lead and on their experience of teaching PSHE, RSE and Health Education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE, RSE and Health Education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the Headteacher/PSHE lead.

### **Students**

Pupils should support one another with issues that arise through PSHE, RSE and Health Education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

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We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

We ask pupils for feedback on the school's PSHE, RSE and Health Education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

### **Parents/carers**

The school expects parents/carers to share the responsibility of PSHE, RSE and Health Education and support their children's personal, social and emotional development. We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE, RSE and Health Education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

### **Section 4: Withdrawal from RSE**

The school aims to keep parents/carers informed about all aspects of the PSHE, RSE and Health Education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school. Laurel Park School believes that parents and carers should play an active role in shaping the education their children receive whilst at school.

To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, PSHE, RSE and Health Education balance the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff.

We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- 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, parents do not have the right to withdraw their child from the relationship elements of the RSE curriculum or those elements on human growth and reproduction which fall under the Science National Curriculum.
- If a parent wishes to withdraw their child from sex education they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once discussions have taken place, except in exceptional circumstances the school will respect the parents' request up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

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- As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead
- If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **Complaints**

Parents/carers or carers who have complaints or concerns regarding the PHSE, RSE and Health Education curriculum should contact the school and follow the school's complaints procedure.

### **Section 5: Policy development – Monitor, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide PHSE, RSE and Health Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development.

We aim to monitor the effectiveness of our PHSE, RSE and Health Education provision by;

- self-assessment / peer assessment of spoken and extended writing tasks linked to the KLQ (Key Learning Question) of each lesson
- LSQs (Low Stake Quizzes) at the beginning of each lesson to review prior learning
- Students assess knowledge at the beginning of each lesson which is revisited at the end of each lesson for comparison
- questionnaires about different aspects relating to the lesson content
- termly wellbeing questionnaires which are anonymous
- students and staff have opportunities each term to evaluate lessons and approaches by means of an optional survey, which is evaluated
- monitoring lessons - the quality of lessons will be monitored through the DDI (developmental drop ins) as part of the school wide T&L processes
- pupil conferencing Yearly feedback from pupils through surveys and student voice
- yearly feedback from parents/carers
- Weekly drop in sessions to support and to gather feedback from staff

We will review the PSHE, RSE and Health Education curriculum regularly, and will inform parents/carers of any revisions to the school policy or PSHE, RSE and Health Education Curriculum.

- SLT will oversee all aspects of the development, delivery and evaluation; have a proactive, open and inclusive approach to involving parents and carers in the development, delivery and evaluation; and make a commitment to work with parents who have chosen to withdraw their children from 'sex' education to ensure their needs can be effectively met outside the school environment
- The **Lead Practitioner** is responsible for the development of the programme, staff training and development, liaison with external professionals and effective monitoring and evaluation
- The **Curriculum and Pastoral Committee are regularly updated on the PSHE curriculum**

The school will review this policy every year, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum review.

### **Section 6: Safeguarding and Confidentiality**

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training

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around confidentiality will be provided to all teachers.

It may be the case that discussion around PSHE, RSE and Health Education may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parents or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL to decide what is in the best interest of the child.



## Section 7: Links with other policies

Policies relevant to PHSE, RSE and Health Education taught in our school:

- Equal Opportunities / Inclusion
- Child Protection / Safeguarding
- Behaviour
- Anti-Bullying
- Mental Health and Wellbeing

## Section 8: Appendices

[LPS PSHE Curriculum overview](#)

[PSHE overview for teachers](#)