

# Dial Park Primary School PSHE and RSE Policy

Dial Park Primary School

PSHE and RSE Policy 2025–2026

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## 1. Introduction

Personal, Social, Health and Economic (PSHE) Education at Dial Park Primary School provides pupils with the knowledge, skills, attitudes, critical thinking and the emotional intelligence that they need to lead confident, healthy, safe and responsible lives.

Our PSHE curriculum is trauma-informed, inclusive, and justice-oriented. It is designed to meet the diverse emotional and social needs of our pupils, many of whom experience disadvantage or adversity, while ensuring that all statutory requirements for Relationships, Sex and Health Education (RSHE) are fully met.

At Dial Park Primary School, the development of oracy and critical thinking is woven throughout the PSHE curriculum using a Philosophy for Children (P4C) approach. Through structured dialogue, enquiry, and reflection, pupils learn to express their ideas confidently, listen respectfully to others, and build shared understanding of complex social and emotional issues.

## 2. Policy Aims

Through PSHE and RSE, we aim to:

- Equip pupils with emotional literacy, self-regulation skills, resilience, and empathy to form positive relationships.
- Empower children to make informed, respectful and safe choices about their bodies, health, and wellbeing.
- Celebrate individuality and diversity, ensuring all children feel valued and represented.
- Develop pupils' sense of social responsibility and community belonging.
- Prepare pupils for the physical and emotional changes of adolescence.
- Embed the knowledge and skills needed for lifelong health, wellbeing, and citizenship.

## 3. Intent

At Dial Park Primary, PSHE is a foundational part of our whole-school approach to wellbeing and inclusion.

Our intent is to:

- Provide a predictable, emotionally safe curriculum where pupils learn to recognise and regulate emotions, understand relationships, and navigate change.

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- Deliver age-appropriate, spiral learning through a two-year cycle (Odd/Even Years) to ensure depth and progression from EYFS to Year 6.
- Integrate Zones of Regulation, PACE, and Emotion Coaching principles throughout the curriculum to promote emotional safety and self-awareness.
- Ensure all teaching is trauma-informed, relational, and inclusive, allowing pupils to learn safely about sensitive topics including body changes, consent, and diversity.
- Promote British Values of democracy, respect, and tolerance, while equipping pupils to challenge prejudice, inequality, and injustice.
- Enable pupils to see themselves as active citizens who can contribute to their communities with empathy and integrity.

## 4. Implementation

PSHE and RSE are delivered through:

- Weekly discrete PSHE lessons following the Dial Park two-year cycle, ensuring full coverage of DfE 2026 statutory guidance.
- A consistent lesson structure to support predictability and regulation: Check-in → Story/Stimulus → Enquiry/Discussion → Reflection → Regulation Close.
- Core stimuli drawn from high-quality literature, poetry, video, and real-world examples to promote emotional connection and critical thinking.
- Cross-curricular links with assemblies, school values, Science, computing, Zones of Regulation, and safeguarding themes.
- Safe, differentiated delivery of sensitive content (e.g. puberty, consent, periods) using small-group or single-gender sessions where appropriate.
- Teacher modelling and co-regulation to build a culture of safety and mutual respect.
- Partnership work with external agencies such as school nurses, police, and mental health practitioners to reinforce messages about safety and wellbeing.
- Parent partnership, with all statutory RSE topics shared in advance and opt-out procedures made clear for the non-statutory elements (sexual reproduction).
- Teachers explicitly model oracy skills: turn-taking, clarifying, challenging ideas respectfully, and summarising.
- Sentence stems and visual supports help all pupils—including those with SEND or EAL—participate confidently.
- Ground rules ('We listen, we think, we speak kindly') ensure psychological safety and inclusion.
- Enquiries end with reflection circles that connect philosophical thinking to personal action and wellbeing.

## 5. Assessment and Monitoring

Teachers use formative assessment through pupil discussion, reflection, and creative elements to evaluate understanding and emotional application.

- Progress is tracked through three lenses: Knowledge (what pupils know and understand), Skills (how they apply learning in decision-making and behaviour), and Character (how they demonstrate empathy, respect and responsibility).

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- Subject leaders monitor curriculum coverage, teaching quality, and pupil voice across year groups.
- Impact is evaluated annually through staff reflection, pupil feedback, and wellbeing data.

## 6. Impact

- By the end of Key Stage 2, pupils at Dial Park will:
  - Demonstrate secure understanding of relationships, consent, and body confidence.
  - Show emotional literacy and resilience in managing change, conflict, and challenge.
  - Make safe, healthy, and respectful choices both online and offline.
  - Value difference, stand up against injustice, and act with compassion.
  - Transition to secondary school as confident, kind, and self-aware young people.
  - Be able to confidently display our school values of positivity, acceptance, kindness and relationships.
  - Demonstrate improved vocabulary, reasoning, and confidence in expressing ideas.
  - Listen actively and respond with empathy.
  - Apply critical thinking to ethical and social questions within and beyond PSHE.
  - Develop a secure sense of agency: 'My voice and thinking can make a difference.'

## 7. Oracy and Critical Thinking through Philosophy for Children (P4C)

- To cultivate a culture of thoughtful dialogue where every pupil's voice is valued.
- To strengthen emotional literacy and reasoning within PSHE themes such as fairness, relationships, identity, and justice.
- To encourage children to question assumptions, justify opinions, and consider multiple perspectives.
- To build empathy, moral reasoning, and respectful disagreement as lifelong citizenship skills.

## 8. Inclusion and Equal Opportunities

- PSHE is delivered inclusively and sensitively, recognising the varied experiences of pupils.
- Lessons are differentiated to meet the needs of pupils with SEND, SEMH, or EAL.
- All teaching materials use diverse and representative resources reflecting race, gender, family structure, disability, and faith diversity.
- Children are never pressured to disclose personal experiences; participation can be through drawing, discussion, or reflective writing.

## 9. Safeguarding and Confidentiality

- Teachers create safe, respectful spaces for learning, ensuring ground rules and confidentiality are established before each sensitive unit.
- Staff are alert to disclosures or safeguarding concerns; any such issues are reported immediately in line with the school's Safeguarding Policy.
- All statutory content is framed around safety, respect, and wellbeing, not moral judgement or fear.

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## 10. Parental Engagement

- The policy and curriculum overview are published on the school website.
- Parents and carers are informed in advance of all statutory RSE topics and invited to view lesson materials.
- Parental feedback is welcomed and reviewed annually as part of curriculum evaluation.
- Non-statutory elements (sexual reproduction) are clearly identified, and withdrawal requests are managed sensitively in consultation with the Headteacher.

## 11. Statutory Compliance

This policy meets the requirements of:

- Early years foundation stage statutory framework (2025)
- DfE Relationships, Sex and Health Education Guidance (2026)
- Education Act 2002 (Section 78)
- Equality Act 2010
- Keeping Children Safe in Education (2025)
- Ofsted Education Inspection Framework (2024)

## 12. Policy Review

- This policy will be reviewed annually by the PSHE Lead and SLT, considering:
  - Updates to statutory guidance.
  - Evaluation of curriculum impact and pupil wellbeing data.
  - Feedback from parents, pupils, and staff.
- Next review: September 2026

## Appendices

- 1. Two-Year PSHE long term Curriculum Coverage (EYFS–UKS2) Pages 5-8
- 2. An example of the medium term plan Page 9
- 3. Planning example Pages 10-12

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DfE RSHE Curriculum Content	Odd Year	Even Year
<b>Relationships education:</b> <ul style="list-style-type: none"> <li>• Families and People Who Care About Me</li> <li>• Caring friendships</li> <li>• Respectful, kind relationships</li> </ul>	<p><b>EYFS:</b> The first term topic is about ourselves and our families taught through other areas of learning. To recognise safe adults Kindness, safe hands and feet. Being fair, difference, sharing and rules. Belonging, inclusion, bullying and fairness.</p> <p><b>KS1:</b> Fairness, turn-taking, respectful disagreements, respectful words, different families. How to repair relationships, leadership, fairness, respectful, kindness and strong friendships.</p> <p><b>LKS2:</b> Kindness, fairness, honesty, empathy and responsibility. Conflict resolution Being a safe, caring friend, good relationships and mutual respect. Safe relationships, emotional and physical rights. Safe communities Celebrating difference</p> <p><b>UPKS2:</b> Respectful relationships, peer influence, stereotypes, prejudice, allyship, privilege and equality. Consent, privacy and safety. Boundaries, body privacy, consent, reproduction. Moral power in kindness</p>	<p><b>EYFS:</b> The first term topic is about ourselves and our families taught through other areas of learning. Families, friends, and helpers keep us safe. Rules and routines help us belong. Kindness and communities, everyone matters. Personal safety, safe and unsafe touch. Identity and belonging, being proud of yourself.</p> <p><b>KS1:</b> Our class, our community-rules, fairness and belonging.</p> <p><b>LKS2:</b> Equality and equity Respect for difference, culture, faith, ability, gender and family. Challenging stereotypes and unfairness Belonging and inclusion in school and society. Empathy, friendship and peer support</p> <p><b>UPKS2:</b> Rights and responsibilities Global and local citizenship Environmental stewardship and sustainability Peer support and empathy Healthy relationships and communication Consent, privacy and personal boundaries</p>

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DfE RSHE Curriculum Content	Odd Year	Even Year
<b>Online Safety and awareness Wellbeing online</b>	<p><b>KS1:</b> Staying safe online</p> <p><b>LKS2:</b> Unsafe relationships or situations with a person, place, interaction or digital space</p> <p><b>UPKS2:</b> Critical awareness of digital content, reliability and bias. Personal responsibility</p>	<p><b>KS1:</b> Online awareness and screen boundaries</p> <p><b>LKS2:</b> Online behaviour, gaming, and media influence Balanced use of screens and technology</p> <p><b>UPKS2:</b> Media influence and moral decision making Age of criminal responsibility Managing stress, sleep and screen time Body image, self-esteem and media influence</p>
<b>Being Safe</b>	<p><b>EYFS:</b> Calming, regulation strategies to keep themselves and others safe. Kindness, safe hands and feet.</p> <p><b>KS1:</b> Emotional and physical safety Seeking help when feeling unsafe/overwhelmed How do I help my friends feel safe?</p> <p><b>LKS2:</b> Boundaries, boundary protection, courage and speaking up. Unsafe relationships or situations with a person, place, interaction or digital space. Keeping yourself self from those that are dysregulated. Safe relationships, emotional and physical rights. Safe communities.</p> <p><b>UPKS2:</b> Consent, privacy and safety. Respectful relationships, peer influence, stereotypes and equality. Boundaries, body privacy, consent, reproduction.</p>	<p><b>EYFS:</b> Personal safety, safe and unsafe touch Families, friends, and helpers keep us safe</p> <p><b>KS1:</b> Keeping ourselves safe people, places and choices Online awareness and screen boundaries Secrets vs surprises</p> <p><b>UPKS2:</b> Children's rights</p>

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DfE RSHE Curriculum Content	Odd Year	Even Year
<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• General wellbeing</li> <li>• Physical health and fitness</li> <li>• Healthy eating</li> <li>• Drugs, alcohol, tobacco and vaping</li> <li>• Health protection and prevention</li> <li>• Personal safety</li> <li>• Basic first aid</li> </ul>	<p><b>EYFS:</b> Recognise, name and articulate different feelings and emotions Learn calming, regulation strategies to keep themselves and others safe</p> <p><b>KS1:</b> Emotional and physical safety Seeking help when feeling unsafe/overwhelmed</p> <p><b>LKS2:</b> Normalising emotional responses, thinking about triggers dysregulation, loss of control and self-regulation Safe relationships, emotional and physical rights</p> <p><b>UPKS2:</b> Mental health and wellbeing, managing pressure and coping strategies Respectful relationships, peer influence, stereotypes and equality Consent, privacy and safety Boundaries, body privacy, consent, reproduction Drugs, alcohol and vaping awareness Personal safety and basic first aid</p>	<p><b>KS1:</b> Looking after my body and mind, everyday health and happiness Healthy food, exercise and sleep. Germs and hygiene Worries and mental health</p> <p><b>LKS2:</b> Identifying and managing risk Peer influence and assertive communication Drugs, alcohol and vaping awareness Consent and personal boundaries Healthy routines: sleep, nutrition, hydration and exercise Recognising stress, worry and emotional triggers Coping and relaxation strategies</p> <p><b>UPKS2:</b> Mental health as part of overall health Managing stress, sleep and screen time Healthy routines Recognising and expressing emotions safely Body image and self esteem</p>
<b>Developing bodies</b>	<p><b>UPKS2:</b> Puberty, Hygiene, reproduction, physical and emotional changes. (These sessions will be a combination of boys and girls only, as well as mixed sessions)</p>	<p><b>UPKS2:</b> Puberty and reproduction (biological understanding) Menstrual health and hygiene (These sessions will be a combination of boys and girls only, as well as mixed sessions)</p>

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DfE RSHE Curriculum Content	Odd Year	Even Year
<b>Sex Education</b> (In consultation with parents)	<b>UPKS2:</b> Respectful relationships, peer influence, stereotypes and equality. Consent, privacy and safety. Boundaries, body privacy, consent, reproduction.	<b>UPKS2:</b> Puberty and reproduction (biological understanding) Consent, privacy and personal boundaries Healthy relationships and communication Respectful relationships

## Supplementary Sessions for 2025 Year 6 children:

- Preparing for secondary school
- Menstrual health and hygiene
- Sex education - to be decided upon parent consultation

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## LKS2: PHSE: Odd Year: Autumn Term: Leadership, Conflict, Power: Emotional Regulation

Lesson Structure	<b>Lesson 5</b> What can I do to stay safe when someone else is out of control?  <b>Session Focus</b> To help children notice signs that someone else is dysregulated and take safe, appropriate steps to protect themselves — without taking responsibility for another person's emotions.	<b>Lesson 6</b> How can I tell if a relationship or situation feels unsafe — online or offline?  <b>Regulation Technique</b> Regulation Strategy Practice: "Step Back and Breathe"	<b>Lesson 7</b> What are my rights, and how can I ask for help when they're not being respected?  <b>Stimulus Story/ Prompt</b> Story: "Tyler's Storm" (See planning)	<b>Lesson 8</b> How do I care for and protect other people's boundaries, feelings, and rights?  <b>Enquiry Question</b> Enquiry Circle: What can I do to stay safe when someone else is out of control?	<b>Creative/ Reflective Element</b> Interactive Activity: Safe or Unsafe Responses?	<b>Closing Anchor</b> Close with class mantra: "I can notice. I can choose. I can stay safe."  End with the group mantra: "My feelings matter. I can get help. I can stay safe."

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LKS2 PSHE | Autumn Term – Lesson 5

**Unit Theme: Self-Regulation and Relational Boundaries**

**Enquiry Question:** What can I do to stay safe when someone else is out of control?

**Core Concept:** Building relational safety by recognising when others are dysregulated, knowing it's not our job to fix them, and using clear safety steps to protect our own body and emotions.

**Learning Objective**

To help children notice signs that someone else is dysregulated and take safe, appropriate steps to protect themselves – without taking responsibility for another person's emotions.

**Core Story**

**Tyler's Storm** (custom narrative provided in lesson)

A child-friendly story about emotional overwhelm, peer boundaries, and relational safety.

**Key Vocabulary**

Dysregulated, safe, unsafe, boundary, responsibility, reaction, step back, call for help

**Resources**

- Printed copy of Tyler's Storm
- Zones of Regulation chart
- "Safety Steps" poster or anchor chart
- Prompt cards: safe/unsafe responses
- Scenario cards (everyday relational upsets)
- Calm corner visuals or co-regulation strategy cards
- Imaginary "safety bubble" visuals or hula hoops for space practice

**Lesson Outline**

**1. Emotion Check-In (5 mins)**

- Use Zones chart to check in

**Ask:**

- "Has anyone been around someone who felt very upset or angry this week?"
- "How did you feel in your own body when that happened?"

**Reassure:** It's okay to feel confused, scared, or unsure when others lose control.

**2. Story Time: Tyler's Storm (7–10 mins)**

Read aloud the story of Tyler's Storm – a child who becomes emotionally overwhelmed in class, and a friend who chooses safety over fixing.

**Stop to ask:**

- "How could Max tell that Tyler was dysregulated?"

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- “What did Max do to stay safe?”
- “Did Max help Tyler by staying calm and getting an adult?”

Reinforce: You are not responsible for fixing someone else's storm.

## 3. Mini-Teach: Relational Safety Steps (7-10 mins)

Build a shared anchor chart or use a visual poster. Teach four safety steps:

- Notice – What signs is the other person showing?
- Step back – Give them space.
- Call for help – Find a safe adult.
- Don't take it personally – It's not your fault.

Optional metaphor: “You can't stop someone else's storm – but you can move out of the rain.”

Use Zones visual to connect emotional dysregulation with external behaviours (e.g., raised voice, clenched fists, pacing, slamming).

## 4. Regulation Strategy Practice: “Step Back and Breathe” (5 mins)

Teach a co-regulation strategy children can use when someone else is dysregulated:

- Take two steps away
- Ground feet into the floor
- Breathe in for 3, out for 4
- Repeat to self: “I can be calm, even if they're not.”

Practise together. Use it as a transition tool when things feel emotionally unsafe.

## 5. Enquiry Circle: What can I do to stay safe when someone else is out of control? (5 mins)

Bring the class together and pose the enquiry question clearly and reflectively: “What can I do to stay safe when someone else is out of control?”

Encourage children to share practical ideas they've learned in the lesson:

- “Step back and give space.”
- “Call for help from an adult.”
- “Breathe and remind myself I'm not in charge of their feelings.”

Affirm responses that show:

- Recognition of personal boundaries
- Safety-first thinking
- Compassion without over-responsibility

## 6. Interactive Activity: Safe or Unsafe Responses? (12-15 mins)

Use small-group scenario cards such as:

- “Your friend starts shouting at you”
- “Your sibling throws a toy when angry”
- “Someone knocks into you and blames you”

Children:

- Identify the other person's signs of dysregulation
- Choose a safe response (using safety step visuals)
- Act it out using role-play or freeze frame

Discuss which responses help protect their body and emotions.

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## 7. Reflection Circle (5 mins)

- Ask: "What do you now know about staying safe when someone else is out of control?"
- "Is it ever your job to fix someone else's storm?"
- Close with class mantra:
- "I can notice. I can choose. I can stay safe."

### Trauma-Informed Teaching Notes

- Validate children who may feel responsible for others' emotions at home
- Be cautious of emotional disclosure — offer private drawing or quiet options
- Avoid labelling the dysregulated child as "bad" — focus on behaviour, not identity
- Normalise stepping back as a powerful, caring act — not a betrayal

### Assessment for Learning

- Can children name at least two warning signs that someone else is dysregulated?
- Can they explain a safe, calm step they could take in that moment?
- Are they beginning to understand personal boundaries in emotionally unsafe situations?

### Tyler's Storm

A short story for LKS2 exploring emotional dysregulation, relational boundaries, and personal safety.

Tyler used to feel like a calm sea. He liked things to be quiet and smooth. He liked to know what would happen next. But lately... his sea felt stormy. This morning, Tyler forgot his reading book. Then he spilled milk on his jumper. At breaktime, someone laughed when he dropped the football. Tyler's tummy felt tight. His fists squeezed without him thinking. His chest felt like a volcano trying to stay shut. Max was sitting near Tyler during handwriting. Suddenly, Tyler growled — then slammed his pencil down. Max jumped. The class went quiet. Tyler's eyes looked sharp. His body looked fast. He stood up so quickly his chair clattered backwards.

Max wanted to help. He liked Tyler. Tyler was usually kind. But Max remembered something his teacher had said: "You can't calm someone else's storm — but you can step out of the rain." Max slowly slid his chair back. He took two steps away from Tyler. He kept his voice soft and steady. "I'm going to get an adult," he whispered to the nearest friend. "Tyler looks overwhelmed."

Miss Patel came quickly. She gently guided Tyler away. He didn't look at anyone. His hands were shaking. Max stayed back. His heart was still thumping, but his body felt steady now. He knew he'd made a safe choice. Later that day, Tyler came to find Max. His face was quiet. His eyes were soft again. "Sorry I scared you," Tyler said. "My body felt out of control. I didn't mean to snap." Max nodded. "It's okay. I didn't try to fix it — but I didn't run away either." Tyler smiled, just a little. Max smiled back. Storms come. Storms pass. We can't stop them for other people. But we can step back. We can stay safe. We can wait for the calm.

### Suggested Prompts for Enquiry or Follow-Up Discussion:

- What helped Max stay safe?
- Did Max help Tyler — even though he didn't speak to him directly?
- Have you ever seen someone have a "storm" like this? What did your body feel like?
- What could have happened if Max had shouted, or tried to hold Tyler back?