



Curriculum Policy

PSHCE/RELATIONSHIPS EDUCATION (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP, ECONOMIC & RELATIONSHIPS EDUCATION)



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PSHCE/RELATIONSHIPS Education Policy

What is our vision?

Our PSHCE/Relationships education programme aims to equip all our pupils with accurate, unbiased knowledge about relationships, communities in local and global context. It should give pupils the opportunity to acquire life skills that will help them become a positive member of a global community. Our curriculum is age appropriate, progressive and inclusive to all.

Curriculum Aims:

The aims of PSHCE/Relationships education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

How do we achieve this?

By using our clear and comprehensive scheme of work in line with the National Curriculum. The school curriculum will focus on three core learning themes: health and wellbeing, relationships and living in the wider world. The Scheme of work also includes opportunities to link British Values, SMSC and School's Key skills into the curriculum.

All subjects make a link to PSHCE, RELATIONSHIPS, BV, SMSC and the language is used consistently by all staff.

Whole school, Key Stage and class assemblies always make a link to PSHCE, RELATIONSHIPS, British Values and SMSC.

We deliver the PSHCE/Relationships education curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils.

We expect teachers to use our PSHCE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We believe that the purpose of PSHCE/Relationships education, is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, citizenship including the law, personal safety, relationship & sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Our school believes that PSHCE/Relationships Education should be delivered within the following moral framework. Our programme promotes:

- self-respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views, sexuality and gender. No Outsiders/British Values/SMSC inclusion.
- taking account of other people's feelings.
- mutual support and co-operation.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views within a framework of respect for others.
- not imposing our views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about relationship issues

Using the guidance from the Department of Education and the new implementation of statutory relationships education from 2020, consideration of the pupils' social, physical and emotional maturity was considered during the development of the scheme of work (SOW). Progression and continuity are built into the SOW from Year 1 to Year 6.

Throughout the SOW, pupils 'practice' life skills such as assertiveness, self-awareness, decision making and consider all aspects of relationships and what affects them and also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions on a variety of issues.

Our PSHCE/Relationship lessons aim to ensure a comprehensive coverage. However, consolidation and extension of Relationships Education is found in Science, RE, Literacy and during assemblies which take place in phases once a week. Circle time is also used to deliver PSHCE/Relationships Education and this occurs in all classes once a week.

The content within the relationships part of the subject cover:

FAMILIES AND PEOPLE WHO CARE FOR ME

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, 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.
- that others' families, 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.

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

RESPECTFUL RELATIONSHIPS

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

ONLINE RELATIONSHIPS

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

BEING SAFE

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Understand the meaning of consent.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

MENTAL WELLBEING

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- where and how to seek support (including recognising the triggers for seeking support), including whom 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).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

INTERNET SAFETY AND HARMS

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing 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.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

PHYSICAL HEALTH AND FITNESS

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise 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, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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 and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.
 - Conception and pregnancy (Year 6 only)

Ground rules will be developed during Relationships Education lessons based on respect. The only additional considerations specific to Relationships Education ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of Relationships

Education as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in Relationships Education lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and Relationships Education is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Schemes of Work:

MBPS EYFS Structure & Content of PSHCE/Relationships Education

Our philosophy in the Early Years at Marus Bridge is that all young children learn best through play. Our curriculum has been carefully designed to broaden children's experiences, build on their prior knowledge and skills and prepare children for the next stage in their education. It is based on the Early Years Foundation Stage curriculum and adapted through our knowledge of each 'unique' individual, underpinned by our bespoke continuums.

The curriculum is planned to enable children to learn through adult led and child initiated activities in the classrooms, continuous provision areas, outdoor learning zones and the local area. Opportunities are planned to provide purposeful enhancements that further extend children's ability to use, apply and consolidate what has been learned.

Weaving throughout the EYFS curriculum at Marus Bridge are three Characteristics of Effective Learning.

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

EYFS Personal, Social and Emotional Development Children's personal, social and emotional development (PSED)

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

EYFS PSED Objectives

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate own feeling socially and emotionally.

Think about the perspectives of others.

Manage their own needs: personal hygiene.

Know and talk about the different factors that support their overall health and well being.

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Understanding the World Objectives

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories including figures from the past.

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**MBPS SCHEME OF WORK FOR PSHCE/RELATIONSHIPS EDUCATION
HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: CYCLE A**

	WE'RE ALL STARS!	BE FRIENDLY, BE WISE	LIVING LONG, LIVING STRONG	DARING TO BE DIFFERENT	DEAR DIARY	JOINING IN AND JOINING UP
YEAR 1	<ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices 	<ol style="list-style-type: none"> 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety 	<ol style="list-style-type: none"> 1. SRE: keeping clean 2. SRE: growing and changing 3. SRE: families and care 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal 	<ol style="list-style-type: none"> 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous Thoughts, feelings and behaviour 4. Dealing with worries 5. Supporting each other 6. Knowing where to go for help 	<ol style="list-style-type: none"> 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - 6. looking after animals Who else looks after animals?
YEAR 3	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions 	<ol style="list-style-type: none"> 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety 	<ol style="list-style-type: none"> 1. SRE: differences: male and female 2. SRE: personal space 3. SRE: family differences 4. Feeling happy 5. Staying healthy 6. Overcoming barriers to reaching goals 	<ol style="list-style-type: none"> 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Taking responsibility 2. Making wise choices 3. Managing uncomfortable feelings - loss 4. Dealing with worries 5. Supporting each other 6. Knowing where to go for help 	<ol style="list-style-type: none"> 1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund-raising
YEAR 5	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models 	<ol style="list-style-type: none"> 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid + 	<ol style="list-style-type: none"> 1. SRE: talking about puberty 2. SRE: male and female changes 3. SRE: puberty and hygiene 4. The concept of well-being 5. Being an effective learner 6. Role models 	<ol style="list-style-type: none"> 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other 	<ol style="list-style-type: none"> 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund-raising

**MBPS SCHEME OF WORK FOR PSHCE/RELATIONSHIPS EDUCATION HALF-TERMLY
OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: CYCLE B**

	IT'S OUR WORLD	SAY NO!	MONEY MATTERS	WHO LIKES CHOCOLATE?	PEOPLE AROUND US	GROWING UP
YEAR 2	<ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around the school 5. Recycling 6. Pollution 	<ol style="list-style-type: none"> 1. Drugs Ed: medicines 2. Drugs Ed: household substances 3. Drugs Ed: the dangers of smoking 4. Drugs Ed: the dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal 	<ol style="list-style-type: none"> 1. Foods from around the world 2. Customs and rituals Special day foods and celebrations 3. How much chocolate do we eat? 4. Where does chocolate come from? 5. Fair trade principles 6. The real cost of chocolate 	<ol style="list-style-type: none"> 1. Special people help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices - leaving home 6. People and places around the world 	<ol style="list-style-type: none"> 1. SRE: differences: boys and girls 2. SRE: differences: male and female 3. SRE: naming the body parts 4. Being unique 5. Making change happen 6. Changing our behaviour
YEAR 4	<ol style="list-style-type: none"> 1. Devising a class charter 2. Understanding rules and laws 3. Saving energy (1) 4. Saving energy (2) 5. Climate change (1) 6. Climate change (2) 	<ol style="list-style-type: none"> 1. Drugs Ed: risk taking 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: effects and risks of smoking 4. Drugs Ed: effects and risks of drinking alcohol 5. Keeping safe in my local area: say no to gangs 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 5. Charity work 6. Fund-raising for charity 	<ol style="list-style-type: none"> 1. What is fair trade? 2. Consumer power 3. The media and information 4. Advertising 5. Recognising and challenging 6. Stereotypes 	<ol style="list-style-type: none"> 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes 6. Contributing to society – jobs people do 	<ol style="list-style-type: none"> 1. SRE: growing and changing 2. SRE: body changes and reproduction 3. SRE: what is puberty? 4. Wishes, hopes and dreams 5. Positive change 6. Unwelcome change
YEAR 6	<ol style="list-style-type: none"> 1. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change (1) 5. Climate change (2) 6. Sustainability issues 	<ol style="list-style-type: none"> 1. Drugs Ed: risk taking and dealing with pressure 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: say no to smoking 4. Drugs Ed: attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty 	<ol style="list-style-type: none"> 1. Rich and poor nations 2. Trade across the world 3. Global footprints 4. Food shortages and hunger 5. Fairness and responsibility 6. Reporting the news 	<ol style="list-style-type: none"> 1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Ending friendships 6. Forgiveness 	<ol style="list-style-type: none"> 1. SRE: puberty and reproduction 2. SRE: relationships and reproduction 3. SRE: conception and pregnancy 4. SRE: being a parent 5. Common responses to change 6. Transition and moving on

Resources:

All resources are linked per lesson in the PSHCE/Relationships education SOW, Website access to the programme of study via the PSHE Association, The shared PSHCE/Relationships education resource area for staff.

The PSHCE/Relationships education co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience with the help of The PSHE Association & other registered agencies.

Assessment – How do we assess skills and understanding?

Work is assessed, by the teacher delivering the lesson, during lessons through discussion, in workbooks when marking pupil work against the lesson objective and appropriate grade given eg, B2, B1, E1 and A1. Assessment grades for each pupil is fed back to the class teacher at the end of each half term to inform reports. The following criteria should be used when assessing children:

B2 – Child has a specific SEND which prevents them from meeting the objectives.

B1 – The child has not met/retained the year group objectives.

E1 – The child has met/retained the objectives.

A1 – The child has met the objectives with a large degree of independence. They demonstrate an articulate use of effective communication, a sense of understanding for their own personal feelings and know how to implement good coping strategies. They will also display a great sense of empathy towards the feelings and situations of others.

Health and Safety

In PSHCE/Relationships education lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

PSHCE/Relationships education include sensitive subjects e.g. mother's day, father's day, crime & punishment, racism, gender identity etc. which some pupils may find upsetting or uncomfortable. The teacher taking these lessons needs to plan accordingly and takes into consideration the needs of these pupils so that they are fully supported and included.

Inclusion and Safeguarding Considerations

Pupils' confidentiality is respected in all PSHCE/Relationships education lessons and pupils are made aware of the fact that what they say in these lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools **Confidentiality Policy** for further details.

The school has designated members of staff who are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform one of these persons and record any evidence that supports their concerns via the school concern procedure. **(Please see safeguarding policy)**

The **Keeping Children Safe in Education statutory guidance** has informed this policy.

As part of PSHCE/Relationships education ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

External staff & agencies are occasionally used to deliver aspects of PSHCE/Relationships education but as their availability cannot be relied upon, the PSHCE/Relationships education programme is taught with no assumption of support from external speakers.

All visitors will be supervised by a member of staff at all times.

Other Points/Considerations:

Language

During all PSHCE/Relationships education lessons, the correct terms for all body parts and functions will be used.

Informing parents/carers and parents right to withdraw their child

Before each year 5/6 group embarks upon its explicit Relationships Education programme, parents are informed by letter of their right to withdraw their child from conception & pregnancy lessons that take place in year 6. **(It is no longer an option to withdraw a child from the other elements of science linked puberty lessons from September 2020)** They will be given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's PSHCE/Relationships education policy on request, from the school office. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's PSHCE/Relationships education

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents have made a valid written request for their child to be removed from the specific Y6 PSHCE/Relationships education lessons to work in another classroom while their class PSHCE/Relationships education takes place.

The approach to potentially controversial and sensitive issues.

All staff are aware that everyone has views on PSHCE/Relationships education related issues. However, while it is respected that everyone has the right to their own viewpoint, all PSHCE/Relationships education issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

Our No Outsiders programme, which teaches children the importance of equality, The Equality act 2010 and the 9 protected characteristics, runs alongside our PSHCE lessons and through phase assemblies.

Dealing with questions

The following policy was decided on for dealing with questions during PSHCE/Relationships education lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- A question box will, sometimes, be provided when some PSHCE/Relationships education are being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether it was closely relevant to the programme the school has decided upon.
- Pupils will be told that during any PSHCE/Relationships education lesson, only questions that relate directly to the PSHCE/Relationships education lesson being covered will be answered. Any other questions should be placed in the questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the PSHCE/Relationships education programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be implemented.

Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching an aspect of PSHCE/Relationships education, provision will be made for another teacher that is known to the children to deliver the PSHCE/Relationships education lesson. This would usually be accommodated by the teacher from the parallel class taking the PSHCE/Relationships lesson. The school feels that this course of action is justified as the member of staff that is uncomfortable with PSHCE/Relationships education is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

Training opportunities, where available, are offered to all staff.

Dissemination of the policy

Staff at the school have actively been involved in reaching consensus on the content of the PSHCE/Relationships education policy through staff questionnaires/surveys & CPD, and are aware of its content through discussion of the final draft. Parents are invited to view the policy and a copy is always available for parents via the school office. Parents/carers will be kept informed of any developments or opportunities in PSHCE/Relationships education.

Mixed and single gender groups.

Most of PSHCE/Relationships education is delivered in mixed gender groups. However, during lessons on puberty, in Relationship lessons, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single gender groups where they might feel more comfortable doing so.

Monitoring and Review:

The PSHCE/Relationships education Lead - **Mrs Tracy Heaton** will be responsible for reacting to the responses of the whole school community to the PSHCE/Relationships education policy and programme of study.

An annual audit of the subject takes place and an action plan formed from the audit is reviewed termly.

Information from the audit is shared with colleagues, SLT and our governing body.