

# **PSHE AND RELATIONSHIPS EDUCATION POLICY**



**Alexander McLeod Primary School**

**Updated: September 2024**  
**Date of review: September 2025**

## **Introduction**

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 primary education. They also make Health Education compulsory in all schools.

Here at Alexander McLeod Primary School, we know that in order to embrace the challenges of creating a successful and happy adult life, pupils need to gain the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We choose to deliver relationships and health education as part of a timetabled PSHE programme.

This policy was written in consultation with parents and carers and is reviewed and updated each year before being approved by the Headteacher and the governing body.

## **School context**

Alexander McLeod Primary School community is enriched with religious, ethnic and economic diversity. Our staff take great care to ensure they understand the potential risks for pupils with particular protected characteristics. Each year, all staff receive appropriate safeguarding training which is relevant to the context of the school and its pupils. We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. Further information on how the school actively promotes positive relationships and challenges prejudice can be found in the Anti-Bullying, Behaviour and Safeguarding Policies.

We ensure that all of our teaching is sensitive and age-appropriate in approach and content. In addition, we work hard to promote positive representation of the pupils and families in our school community, ensuring that different types of families are represented in texts and scenarios that children explore in PSHE and the wider curriculum.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (collectively known as the protected characteristics). At our school, we understand the need to make reasonable adjustments to alleviate disadvantage and are mindful of the SEND Code of Practice when planning for these subjects.

## **Relationships Education**

According to guidance from the DFE, the focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From EYFS, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Our PSHE curriculum is complemented by the Digital Literacy (online safety) strand of the computing curriculum.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes. As well as promoting self-respect and self-worth, we encourage pupils to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. Promotion of our

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school values is one of the fundamental ways in which we embed discussion of the personal attributes that contribute to happy and successful relationships in our community.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At our school, this is delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

### **Subject content**

The PSHE curriculum is taught in every year group from Y1 to Y6. In EYFS, teachers plan according to the Early Years framework, ensuring that children have a range of learning experiences to promote their personal, social and emotional development.

PSHE is timetabled to take place throughout the entire academic year and teachers plan coverage of the curriculum objectives at the long term planning stage to ensure adequate depth in each half term. Class teachers deliver PSHE lessons whenever possible. In some rare circumstances, PSHE lessons may be taught by cover teachers, however this is not the norm.

Please see Appendix 1 for a full overview of the subject for this academic year, including the breakdown of curriculum objectives and the half terms in which they are covered in each year group. In addition to their PSHE lessons, pupils also have wider learning experiences that support their learning in these subject areas, including weekly Circle Times, assemblies, trips and visitors. Furthermore, there are many occasions where meaningful cross-curricular links can be made and children are encouraged to make sense of the concepts they are taught in



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PSHE through their learning in other subjects, such as science, physical education, religious education and English.

### **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.

When handling such questions, staff at Alexander McLeod are advised to:

- remain professional and ensure the pupil does not feel embarrassed for asking the question
- recognise that the pupil has asked this question because they see the staff member as someone they can trust
- ensure the environment is appropriate to address the question (for instance by ensuring there is not a large audience of other pupils but also ensuring another staff member is present)
- assess, according to their training, whether the question indicates any safeguarding risks to the child and take the appropriate actions if so (according to the Safeguarding Policy)
- remain factual and avoid using any euphemistic or unscientific language
- not attempt to explain anything that goes beyond what is set out in the Relationships Education guidance, but seek advice from SLT about the appropriate course of action with regards to supporting the child and informing parents/carers
- be mindful that, given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

### **Pupils with SEND**

Alexander McLeod Primary School is an inclusive school community. As such, we ensure that the PSHE curriculum can be accessible in a meaningful way to all pupils, including those with SEND. High quality teaching that is adapted and personalised is our starting point to ensuring accessibility for SEND pupils.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education is particularly important for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into

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consideration in designing and teaching these subjects. For some SEND pupils in our school, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. This applies particularly to the pupils in The Meadow provision. As with all teaching for these subjects, we ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Some of the ways in which teaching is adapted for pupils with SEND include, but are not limited to:

- use of visuals and symbols to support understanding of subject-specific language
- careful consideration of the learning environment so as to reduce unnecessary extraneous cognitive load
- revisiting key concepts often and in context
- personalised strategies that support targets on EHCPs
- familiar and trusted adult support which takes into account the individual child's needs

### What makes a kind person?

1. Kind words



2. Kind actions



3. Letting everyone join in



4. Finding help when someone needs it

### **Monitoring and evaluating the subject**

The implementation of the PSHE curriculum in our school is monitored in various ways across the academic year. The Subject Leader collaborates with other middle and senior leaders to evaluate outcomes in books and ensure adequate quality of provision. This takes place informally through planning scrutiny and gathering of staff and pupil voice. There is also at least one scheduled subject review each academic year, in which the Subject Leader can look more forensically at evidence from a range of sources and identify strengths and areas for improvement in the subject.

### **Working with parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We believe that parents should be given every opportunity to understand the purpose and content of the PSHE curriculum, including Relationships Education. Each year, we invite parents to a consultation on the contents of this policy. This can be an important opportunity to talk about how PSHE contributes to wider support in terms of pupil wellbeing and keeping children safe. We also ensure

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that parents receive a letter informing them of the specific content covered in their child's year group ahead of the sessions taking place. This way, parents can be prepared to answer any questions their child may ask at home, and be best placed to support their children with understanding sensitive content.

We also recognise the importance of ensuring all parents understand that there is no right to withdraw from Relationships Education or Health Education, and therefore they cannot ask for their child to be removed from any PSHE lessons.

Further guidance for parents from the Department for Education can be found via the following link:

[https://assets.publishing.service.gov.uk/media/5f2c2b98e90e0732d9008d61/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/media/5f2c2b98e90e0732d9008d61/RSE_primary_schools_guide_for_parents.pdf)

## Appendix 1: PSHE overview 2024-25

 <b>PSHE Subject Overview 2024-25</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b> <b>GD</b> Listen to the views of others and show respect towards peers and adults in school  <b>GD</b> Compromise to resolve conflicts with peers  <b>GD</b> Demonstrate the British Values	<b><u>Health and Wellbeing</u></b> <ul style="list-style-type: none"> <li>Understand simple hygiene routines</li> <li>Say something that makes them special and unique and what they are good at or proud of</li> </ul> <b><u>Relationships</u></b> <ul style="list-style-type: none"> <li>Say how they are the same and different to other people</li> <li>Say what makes a good friend and what loneliness is</li> <li>Understand personal space and say who to tell about concerns or worries</li> </ul>		<b><u>Health and Wellbeing</u></b> <ul style="list-style-type: none"> <li>Describe some ways to keep healthy</li> <li>List some people who help children stay safe and healthy</li> </ul> <b><u>Relationships</u></b> <ul style="list-style-type: none"> <li>Say what privacy means and which body parts are private</li> <li>Name different types of relationships, for example family, friendship, online</li> </ul> <b><u>Health and Wellbeing (taught through science)</u></b> <ul style="list-style-type: none"> <li>Identify external body parts</li> </ul>		<b><u>Living in the Wider World</u></b> <ul style="list-style-type: none"> <li>Give some examples of groups they and other people belong to and the roles and responsibilities in these different groups</li> <li>Say some ways to care for the plants, animals and people around us</li> </ul> <b><u>Health and Wellbeing</u></b> <ul style="list-style-type: none"> <li>Know some rules that keep us safe, including at home, online, when travelling, and in the sun</li> <li>Recognise and name different feelings</li> </ul>	
<b>Y2</b> <b>GD</b> Listen to the views of others and show respect towards peers and adults in school	<b><u>Relationships</u></b> <ul style="list-style-type: none"> <li>Say how they are the same and different to other people, and how to treat themselves and other people with respect</li> <li>Say who loves and cares for them, what it means to be a</li> </ul>	<b><u>Living in the Wider World</u></b> <ul style="list-style-type: none"> <li>Identify some different jobs that people do and some skills needed for those jobs</li> <li>Say what money is, where it comes from, and how it can</li> </ul>	<b><u>Relationships</u></b> <ul style="list-style-type: none"> <li>Identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries</li> <li>Describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it</li> </ul>		<b><u>Health and Wellbeing</u></b> <ul style="list-style-type: none"> <li>Describe how to follow simple hygiene and dental health routines</li> <li>Describe some ways to keep healthy and explain why it is important</li> <li>Suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun</li> </ul>	

<p><b>GD</b> Compromise to resolve conflicts with peers</p> <p><b>GD</b> Demonstrate the British Values</p>	<p>family and that families are all different</p> <ul style="list-style-type: none"> <li>Say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements</li> </ul>	<p>be looked after, saved or spent</p> <ul style="list-style-type: none"> <li>Say some ways to care for the plants, animals and people around us and why this is important</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and name different feelings and describe what to do if they, or others, have not-so-good feelings</li> <li>Suggest ways to help themselves and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline</li> <li>Identify external body parts, how people's bodies and needs change as they grow from young to old</li> </ul>	
<p><b>Y3</b></p> <p><b>GD</b> Listen to the views of others and show respect towards peers and adults in school</p> <p><b>GD</b> Compromise to resolve conflicts with peers</p> <p><b>GD</b> Demonstrate the British Values</p>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Identify things that make them who they are and that they are proud of</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>Explain what makes a healthy, positive friendship</li> <li>Explain how families are different and identify features of positive family life</li> </ul>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Know ways to manage difficult feelings, including those related to change and loss</li> <li>Explain the importance of balancing time online with other activities for physical and mental wellbeing</li> <li>Recognise signs that they or someone else may need help with their physical health or mental wellbeing</li> </ul>	<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>Identify a range of human rights</li> <li>Explain benefits of having diversity in our community</li> <li>Explain what stereotypes mean</li> <li>Explain the role of money, that it can be earned, saved and spent</li> </ul>	<p><b><u>Health and Wellbeing/ Relationships</u></b></p> <ul style="list-style-type: none"> <li>Explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact</li> <li>Identify external genitalia</li> </ul>
<p><b>Y4</b></p> <p><b>GD</b> Listen to the views of others and show respect towards peers and adults in school</p>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>Explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues</li> <li>Name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed</li> <li>Explain the meaning and importance of consent (asking for/giving/not giving permission) in a</li> </ul>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Describe different emotions in themselves and others, and explain how feelings change and ways to manage difficult feelings, including those related to change and loss</li> <li>Explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy</li> </ul>	<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>Identify a range of human rights and explain why they are important</li> <li>Explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment</li> <li>Explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money</li> </ul>		

<p><b>GD</b> Compromise to resolve conflicts with peers</p> <p><b>GD</b> Demonstrate the British Values</p>	<p>variety of situations, including how or when to seek, give and not give consent</p> <ul style="list-style-type: none"> <li>Describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional attraction</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly</li> </ul>	<ul style="list-style-type: none"> <li>Explain what stereotypes, prejudice and discrimination mean and why we need to show others respect (including those with disabilities)</li> </ul>
<p><b>Y5</b></p> <p><b>GD</b> Listen to the views of others and show respect towards peers and adults in school</p> <p><b>GD</b> Compromise to resolve conflicts with peers</p> <p><b>GD</b> Demonstrate the British Values</p>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Identify things that make them who they are, that they proud of and recognise how building personal strengths contributes to self-worth</li> <li>Suggest ways of reducing and managing risk on the road and railways</li> <li>Recognise the link between physical and mental health and describe strategies that promote mental health for themselves or others</li> <li>Explain how different substances, including legal and illegal drugs, can affect health positively and negatively</li> <li>Identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>Explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries</li> </ul>	<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>Explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences</li> <li>Explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content</li> <li>Explain benefits of having diversity in our community and ways to promote inclusion in our school and community</li> <li>Explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination (including the LGBTQ+ community)</li> </ul>
<p><b>Y6</b></p> <p><b>GD</b> Listens to the views of others and shows respect towards peers and adults in school</p>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Suggest ways to manage setbacks and unhelpful thinking</li> <li>Suggest ways of reducing and managing risk at home, online and elsewhere</li> <li>Explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>Recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it</li> <li>Describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex</li> </ul>	<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>Recognise how financial decisions can impact people's emotions, including choices related to gambling</li> <li>Explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination (including people from a range of ethnicities and cultures)</li> </ul>

<p><b>GD</b> Compromises to resolve conflicts with peers</p> <p><b>GD</b> Demonstrates the British Values</p>	<ul style="list-style-type: none"><li>Identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these</li></ul>		
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