

Hereford Cathedral Junior School

PSHE and Relationships Education Policy

This policy applies to all pupils at Hereford Cathedral Junior School including those in our EYFS settings

References:

RSHE (RSE) Curriculum: The 2019 RSHE (RSE) Curriculum – Relationships, Sex and Health Education, effective September 2020.

Relationships Education.

PSHE incorporates Relationships Education.

We define relationships education as:

- The teaching of the fundamental building blocks and characteristics of positive relationships, with [articular reference to
- Friendships
- Family relationships
- Relationships with other children
- Relationships with adults.

Topics should include:

- what a relationship is
- What friendship is
- What family means
- Who are people who can support them
- How to take turns
- How to treat each other with kindness, consideration and respect
- The importance of honesty and truthfulness
- Permission seeking and giving
- The concept of personal privacy
- Establishing personal space and boundaries
- Showing respect
- Understanding the difference between inappropriate or unsafe physical and other contact

Relationship education is compulsory in all primary schools. Thus parents do not have the right to withdraw their child from Relationships Education.

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Subject content, teaching methods and responsibilities.

The subject content, teaching methods and responsibilities are laid out within this policy and our PSHE curriculum document, PSHE Themes and Lessons.

It is our policy to ensure that those areas specified as compulsory in the RSHE (RSE) Curriculum are covered within our PSHE schemes and/or other subject areas. These areas are listed in Appendix A for reference.

Teaching approaches:

A variety of approaches is used to give pupils relevant information to enable moral issues to be explored through discussion. Sometimes, DVD material is used to generate discussion and to aid teaching; materials may be viewed by parents on request. Often such video presentations will be accompanied by worksheets and pupil activities to accompany and extend their work and understanding.

Pupil groupings:

Pupils are taught in their forms, which are mixed gender and ability, for PSHE lessons involving self-esteem, health education, respect for themselves and others and for citizenship. When addressing some aspects of the programme, there are occasions when single sex groupings are used when deemed appropriate.

Time available:

All pupils receive a 35 minute PSHE lesson once a week. No other regular activities or lessons are timetabled during this time

Recording (Reception – Year 1)

Form teachers will keep a record of topics covered.

Recording (Years 2-6)

Form teachers will keep a record of topics covered. In addition, all children have a PSHE book in which worksheets and other resources can be stuck.

It is important to record the topics that we cover. The nature of this record of will vary depending on age group and the topic in hand - good examples would be: pictures, diagrams, a list of bullets provided by the teacher, or a list of bullets written by pupil at the end of a topic or a list of things learnt within that topic. In addition, photos, worksheets and the like should be stuck into these books whenever appropriate.

All books are to continue with the child as they move up the years from Year 1 to Year 2 and then from Year 3 to Year 6.

Evaluation and Monitoring

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PSHE (including relationships education) is monitored and evaluated by:

- form teachers
- The Head of PSHE
- The JS SLT
- The Governors Education Sub-Committee.

Confidentiality:

If appropriate the teacher or member of staff concerned will maintain a child's confidentiality. If this person believes that a child is at risk or in danger, she/he has a legal obligation to share any concerns with the Designated Safeguarding Lead.

Answering difficult questions:

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and if a teacher is uncomfortable with the nature of a question they should decline to answer it. A child should never be made to feel uncomfortable for having asked a question.

This policy was last reviewed in February 2021.

Next review: by July 2023.

Member of staff responsible: Mrs K Matthews, Head of PSHE.

APPENDIX A

By the end of primary school:

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• 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
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	<p>care.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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

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	<p>destructive.</p> <ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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

Last Staff review: March 2021, CW and KM

Last Governor review: May 2021, by Education Committee

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