



## Hereford Cathedral Junior School

PSHE & the teaching of Relationships Education Policy

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

### **Aims**

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy, provided by Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

### **Relationships Education (Statutory)**

The focus of 3D PSHE in primary school 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 adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn 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, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

### **Sex Education:**

Sex education is not compulsory in primary schools. The statutory guidance for Relationships education (primary) covers everything that primary schools should teach about relationships and health, including puberty. The science curriculum also includes subject content around puberty and reproduction. At Hereford Cathedral Junior School, we have the right to determine whether we need to cover any additional content on sex education. Parents/carers will be informed of any specific lessons aimed at Years 5/6 focusing on puberty that may be planned as they have a right to withdraw their child from these.

### **PSHE Content and Coverage**

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below:

### **Nursery Overview**

Taught as part of ongoing provision

| <b>Building Relationships</b>  | <b>Lessons</b>              |
|--|-----------------------------|
| Play with one or more other children, extending and elaborating play ideas<br><i>(DM 3- &amp; 4-year-olds)</i> | Lesson 1 'Let's Play Shops' |
| Help to find solutions to conflicts and rivalries <i>(DM 3- &amp; 4-year-olds)</i>                             | Lesson 13 'Fair Shares'     |

| <b>Self-Regulation</b>   | <b>Lessons</b>                                     |
|--|--|
| Select and use activities and resources, with help when needed<br><i>(DM 3- &amp; 4-year-olds)</i>                     | Lesson 5 'Make Your Choice' Lesson 10 'Well Done!' |
| Increasingly follow rules, understanding why they are important<br><i>(DM 3- &amp; 4-year-olds)</i>                    | Lesson 14 'The Pantomime'                          |
| Do not always need an adult to remind them of a rule<br><i>(DM 3- &amp; 4-year-olds)</i>                               | Lesson 16 'A Waiting Game'                         |
| Develop their sense of responsibility and membership of a community<br><i>(DM 3- &amp; 4-year-olds)</i>                | Lesson 6 'Odd Jobs'                                |
| Show more confidence in new social situations <i>(DM 3- &amp; 4-year-olds)</i>   | Lesson 11 'A New Baby'                             |
| Becomes more outgoing with unfamiliar people, in the safe context of their setting<br><i>(DM 3- &amp; 4-year-olds)</i> | Lesson 4 'Good Friends'                            |

| <b>Managing Self</b>  | <b>Lessons</b>            |
|---|---------------------------|
| Begin to understand how others might be feeling <i>(DM 3- &amp; 4-year-olds)</i>                                    | Lesson 12 'Deaf Girl'     |
| Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'<br><i>(DM 3- &amp; 4-year-olds)</i> | Lesson 15 'You Smell'     |
| Talk with others to solve conflict<br><i>(DM 3- &amp; 4-year-olds)</i>  | Lesson 2 'Who's Playing?' |
| Develop appropriate ways of being assertive<br><i>(DM 3- &amp; 4-year-olds)</i>                                     | Lesson 2 'Who's Playing?' |

### **Reception Overview**

Taught as part of their ongoing provision.

| <b>Managing Self</b>  | <b>Lessons</b>   |
|---|--|
| Be confident to try new activities and show independence, resilience and perseverance in the face of challenge<br><i>(ELG)</i><br>It's all about...taking part! | Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star' |
| Explain the reasons for rules, now right from wrong and try to behave accordingly<br><i>(ELG)</i><br>It's all about... taking part!                             | Lesson 5 'What a Problem' Lesson 25 'Litter Bug'       |

|  |  |
|--|--|
| Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices<br>(ELG)<br>It's all about... being smart!                                     | Lesson 3 'I Like...'<br>Lesson 12 'Clean and Tidy' Lesson 21 'Getting in Knot'     |
| <b>Self-Regulation</b>   | <b>Lessons</b>   |
| Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly<br>(ELG)<br>It's all about... having heart!   | Lesson 3 'I Like...'<br>Lesson 10 'Rainy Days'<br>Lesson 25 'Litter Bug!'          |
| Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate<br>(ELG)<br>It's all about... being smart!  | Lesson 8 'Me and You'<br>Lesson 15 'One Gold Star'                                 |
| Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions<br>(ELG)<br>It's all about... being smart! | Lesson 18 'A Piece of Cake'  |
| <b>Building Relationships</b>  | <b>Lessons</b>   |
| Work and play cooperatively and take turns with others<br>(ELG)<br>It's all about... taking part!  | Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games' |
| Form positive attachments to adults and friendships with peers<br>(ELG)<br>It's all about... having heart!   | Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'            |
| Show sensitivity to their own and to others' needs (ELG)<br>It's all about... being smart!   | Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly!' Lesson 19 'Busy Body'          |

## Hereford Cathedral Junior School

### Long Term Curriculum: PSHE (Dimensions Curriculum Coverage)

|            | Health & Wellbeing |              | Relationships |              | Living in the Wider World |                 |
|------------|--------------------|--------------|---------------|--------------|---------------------------|-----------------|
| Year Group | Focus              | Lesson Title | Focus         | Lesson Title | Focus                     | Lesson Title    |
| 1          | Healthy Eating 1   | Vote Green!  | Feelings      | How I Feel.  | Taking Turns              | It's Your Turn! |
|            | Healthy Eating 2   | Meat Eaters. | Responses     | You and Me.  | Lending/Borrowing         | The Borrowers.  |

|   |                              |                     |                 |                  |                      |                    |
|---|------------------------------|---------------------|-----------------|------------------|----------------------|--------------------|
|   | Healthy Eating 3             | Party Time!         | Good Manners    | How Rude!        | Caring               | Talking To Plants. |
|   | Washing Hands                | Meet Grub.          | Definition      | A Bully Is.      | Our School           | Common Goals.      |
|   | Emotions                     | Mood Swings.        | Unkindness      | Blame Game.      | Belonging 1          | I Belong.          |
|   | Happiness                    | Smile!              | Behaviour 1     | Bullying Is.     | Belonging 2          | Join Our Club.     |
|   | Anger                        | Grrr!               | Behaviour 2     | + and -'         | Local Citizenship 1  | Our Local Area.    |
|   | Love                         | Three Little Words. | Behaviour 3     | Help Me!         | Local Citizenship 2  | Community Care.    |
|   | Sadness                      | How To Cope.        | Comparisons     | All The Same.    | Money 1              | Grows On Trees.    |
|   | Sun Safety                   | It's A Cover Up!    | Teasing         | Cry Baby!        | Money 2              | Coining It In.     |
|   | Road Safety                  | Green X Code.       | Kindness        | Give A Little.   | Money 3              | Keep It Safe.      |
|   | Personal Safety              | Secret Surprise.    | Friendship 1    | Forever Friends. |                      |                    |
|   | Emotional Safety             | Getting Help.       | Friendship 2    | Make Friends.    |                      |                    |
|   |                              |                     | Friendship 3    | Hola! Bonjour!   |                      |                    |
|   |                              |                     | Friendship 4    | Share Alike.     |                      |                    |
|   |                              |                     | Family 1        | My Family.       |                      |                    |
|   |                              |                     | Family 2        | Special People.  |                      |                    |
| 2 | Physical Activity 1          | Get Physical!       | Opinions        | I Think.         | Rules/Expectations 1 | We Expect.         |
|   | Physical Activity 2          | Mighty Muscles!     | Co-operation 1  | Negotiation.     | Rules/Expectations 2 | Class Charter.     |
|   | Exercise                     | Workout!            | Co-operation 2  | Want To Play.    | Sharing              | Share The Booty.   |
|   | Dental Hygiene 1             | Brushing Up!        | Co-operation 3  | Let's Debate.    | Money 4              | Shopping List.     |
|   | Dental Hygiene 2             | Bright White.       | Fair and Unfair | It's Not Fair!   | Choices              | This Or That.      |
|   | Dental Hygiene 3             | Top Teeth.          | Behaviour       | In My Shoes.     | Enterprise           | Dragon's Den.      |
|   | Keeping Clean                | Bath Time!          | Right and Wrong | In The Right.    |                      |                    |
|   | Skin                         | Skinny Tips.        |                 |                  |                      |                    |
|   | Similarities and Differences | Boys v Girls.       |                 |                  |                      |                    |
|   | The Human Body               | Body Bits.          |                 |                  |                      |                    |
|   | Growing Up                   | All Grown Up.       |                 |                  |                      |                    |
|   | Changing Needs               | I Need.             |                 |                  |                      |                    |

|   |                                  |                       |                            |                 |                       |                    |
|---|----------------------------------|-----------------------|----------------------------|-----------------|-----------------------|--------------------|
|   | Responsibility                   | Who's At Fault.       |                            |                 |                       |                    |
|   | Consequences                     | Good v Bad.           |                            |                 |                       |                    |
|   | Aspirations                      | It's A Goal!          |                            |                 |                       |                    |
|   | Drug Safety                      | Magic Medicine.       |                            |                 |                       |                    |
|   | Internet Safety                  | E-Safety.             |                            |                 |                       |                    |
|   | Staying Safe                     | I Don't Know You.     |                            |                 |                       |                    |
| 3 | Physical, Emotional and Mental 1 | I Am Who I Am.        | Clear Messages             | Dot, Dot, dash! | Different Communities | My Community.      |
|   | Physical, Emotional and Mental 2 | Hearts and Minds.     | How To Listen              | Listen Up!      | Money Choices         | A Million Dollars. |
|   | Physical, Emotional and Mental 3 | Three In One.         | Working Together 1         | Name Game.      | Managing Money        | Design Choices.    |
|   | A Balanced Approach              | Define Healthy.       | Working Together 2         | Build It Up!    |                       |                    |
|   | Physical Exercise                | Active Kids.          | Shared Goals               | Better Places.  |                       |                    |
|   | Lifestyle Choices                | It's Your Choice.     | Reactions                  | Frustration!    |                       |                    |
|   | Sleep                            | Sweet Dreams.         | Persistence and Resilience | Don't Give Up.  |                       |                    |
|   | A Balanced Diet 1                | Plant or Animal.      | Negative Persistence       | Over and Over.  |                       |                    |
|   | A Balanced Diet 2                | Balancing Act.        | Friendship 1               | Best Features.  |                       |                    |
|   | Identified Strengths 1           | I'm Good at That.     | Friendship 2               | Circles Time.   |                       |                    |
|   | Identified Strengths 2           | Future Me.            | Friendship 3               | Falling Out.    |                       |                    |
|   | Setting Goals 1                  | That's My Goal.       | Friendship 4               | The BAFAS.      |                       |                    |
|   | Setting Goals 2                  | The Impossible Dream. |                            |                 |                       |                    |
|   | Before Puberty                   | You've Grown.         |                            |                 |                       |                    |
|   | Visible Changes                  | Mind The Gap.         |                            |                 |                       |                    |
|   | How To Help                      | Who To Call.          |                            |                 |                       |                    |
|   | Emergency Calls 1                | Calling 999.          |                            |                 |                       |                    |
|   | Emergency Calls 2                | Ambulance, Now!       |                            |                 |                       |                    |

|   |                                  |                  |                      |                   |                    |                    |
|---|----------------------------------|------------------|----------------------|-------------------|--------------------|--------------------|
| 4 | Working With Food 1              | Master Chef.     | Responding To Others | Agony Aunts.      | Rules              | I'm In Charge!     |
|   | Working With Food 2              | Our Food Hall.   | Expressing Opinions  | It's Debatable.   | Thinking Ahead     | Lesson Planning.   |
|   | Loss/Separation 1                | Lost!            | Self-Worth           | I'm A Marvel!     | Taking The Lead    | Learning Time.     |
|   | Loss/Separation 2                | Found!           | Connections          | Paper Chains.     | School Communities | School Swap.       |
|   | Loss/Separation 3                | Left Behind.     | Family Links         | Family Tree.      | Gender Stereotypes | His and Hers.      |
|   | Family Changes                   | Two Homes.       | Religious Views 1    | Faith Findings.   |                    |                    |
|   | Feelings                         | Overreacting.    | Religious Views 2    | Inside Outside.   |                    |                    |
|   | Self-Respect                     | Let's Rock!      |                      |                   |                    |                    |
|   | E-safety                         | Online Chat.     |                      |                   |                    |                    |
|   | Online Privacy 1                 | The Secrets Jar. |                      |                   |                    |                    |
|   | Online Privacy 2                 | E-Protection.    |                      |                   |                    |                    |
|   | Online Privacy 3                 | It's Personal.   |                      |                   |                    |                    |
|   | Internet Use 1                   | Online Usage.    |                      |                   |                    |                    |
|   | Internet Use 2                   | Age Limits.      |                      |                   |                    |                    |
| 5 | Physical, Emotional and Mental 1 | 3-Dimensional.   | Confidentiality      | Secret Info.      | Structure          | Just Imagine.      |
|   | Physical, Emotional and Mental 2 | What's Puberty?  | Listening            | I'm All Ears!     | Law and Order      | In Charge.         |
|   | Healthy Lifestyles               | You Choose!      | Responding           | Scenarios.        | U.N. Rights        | Our Rights.        |
|   | Food Choices 1                   | Secret Eaters.   | Physical Contact     | Touch Sensitive.  | Community Event    | We're Cultured.    |
|   | Death and Grief 1                | It's Natural.    | Online Relationships | A Risky Business. | Budgeting          | Money Supermarket. |
|   | Death and Grief 2                | Poppies.         |                      |                   | Consumer Sense 1   | Payment Terms.     |
|   | Managing Conflict                | Families At War. |                      |                   | Consumer Sense 2   | A Class Catalogue. |
|   | Drugs                            | Just say No.     |                      |                   |                    |                    |
|   | Alcohol                          | Drink Aware.     |                      |                   |                    |                    |
|   | Tobacco                          | Up In Smoke.     |                      |                   |                    |                    |
|   | Substance Abuse                  | Let's Be Frank.  |                      |                   |                    |                    |
|   | Basic First Aid                  | First-Aid Tips.  |                      |                   |                    |                    |



|   |                        |                    |                    |                 |                   |                |
|---|------------------------|--------------------|--------------------|-----------------|-------------------|----------------|
| 6 | Physical Illness       | Bleugh!            | Teamwork           | Scrabble.       | Generating Income | Making Money.  |
|   | Healthy Minds          | Young Minds.       | Shared Goals       | It's All Go!    | Raising Money     | Raising Money. |
|   | Immunisation           | One Sharp Scratch. | Community Spirit   | All Join In.    |                   |                |
|   | Food Choices 2         | Invention Team.    | Race and Ethnicity | United States.  |                   |                |
|   | Cooking                | Michelin Stars.    | Gender Stereotypes | Jobs 4 All.     |                   |                |
|   | Identified Strengths 1 | Big Dreams.        | Culture            | Cultural Feast. |                   |                |
|   | Identified Strengths 2 | Big Achievers.     | Support and Care   | Connections.    |                   |                |
|   | Setting Goals 1        | Super Futures.     | Marriage           | I Promise.      |                   |                |
|   | Setting Goals 2        | I Can Do That.     | Mental Wellbeing   | Mind Business.  |                   |                |
|   | Internet Safety        | Fake News.         |                    |                 |                   |                |

## **How we monitor, evaluate and assess teaching and learning in PSHE**

### **Teaching approaches:**

In line with the DfE (Department for Education) RSE and Health Education statutory guidance paragraphs 123 and 124, HCJS has the same high expectations of the quality of pupils' work in PSHE and RSE lessons as for other curriculum areas. Lessons build on the knowledge that pupils have previously acquired, including that from other subjects.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

A variety of approaches are used to give pupils relevant information to enable moral issues to be explored through discussion and worksheets.

### **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.

### **Recording:**

#### **Nursery & Reception**

Recording for EYFS is completed through observations and pictures and comments are placed on Tapestry.

### **Year 1**

Each child has a folder in which evidence of lessons e.g. worksheets and photo's will be kept.

### **Years 2-6**

All children will 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 will vary depending on age group and the topic covered - 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.

### **Evaluation and Monitoring**

In line with the DfE RSE and Health Education statutory guidance para 125, HCJS evaluates the children's work completed each lesson through verbal feedback, marking, peer and self-assessment.

At the end of each unit/topic there is a formal assessment of pupils' understanding. Assessments may take the form of multiple-choice tests, presentations (verbal, written or using ICT skills) or self-evaluations. The outcomes of these assessments are used to inform the judgements made by the teacher when completing the Dimensions Curriculum Tracker for each pupil, and the pupil's progress and achievements are recorded and monitored throughout their time in the Junior School.

An appraisal of the progress and achievements of pupils in RSE and PSHE are reported on by the Form Teacher in their written report to parents, with reference to discrete skills and knowledge acquired in these lessons. There is no attainment grade given, but the pupils are assessed on their attitude to learning within PSHE lessons. This is also shared verbally with parents through parent consultation evenings.

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

- Form Teachers
- The Head of PSHE
- The JS SLT
- The School Governing body and in particular the Education Sub-Committee and Safeguarding Sub-Committee

### **Disclosures or raising concerns:**

If a disclosure is made, or a comment from a pupil raises a concern for a member of staff, within a PSHE lesson, the member of staff should speak to the pupil to clarify meaning, without using leading questions, and maintain that they cannot keep this information secret. 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.

### **Bibliography**

This Dimensions 3D Primary PSHE Policy is informed by the following links:

- [Academies Act 2010](#)
- [Children and Social Work Act 2017](#)
- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following: [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)

APPENDIX A

DfE Guidance “Relationships Education, Relationships and Sex Education (RSE) and Health Education.

**Relationships Education - By the end of primary school:**

|  |  |
|--|--|
| <p>Families and people who care for me</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> |
| <p>Caring friendships</p>                  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>   |
| <p>Respectful relationships</p>            | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character,</li> </ul>  |

|                      |  |
|----------------------|--|
|                      | <p>personality or backgrounds) or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>                                      |
| Online relationships | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>   |
| Being safe           | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> |

**Physical Health & Mental wellbeing – By the end of primary school:**

|                                  |  |
|----------------------------------|--|
| <p>Mental wellbeing</p>          | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul> |
| <p>Internet safety and harms</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>  |

|                             |   |
|-----------------------------|---|
|                             | <ul style="list-style-type: none"> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>  |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>  |
| Healthy eating              | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>  |
| Drugs, alcohol and tobacco  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>   |
| Health and prevention       | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul> |
| Basic first aid             | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>  |
| Changing adolescent body    | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• from menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>  |

## **APPENDIX B**

Examples of letters sent to parents of Year 5/6 children in readiness for puberty talks.

### **Year 5**

#### **TO PARENTS OF CHILDREN IN YEAR 5**

Dear Parent,

During the Summer Term your child will be given the opportunity to attend PSHE lessons dealing with some of the changes they will encounter during the next few years.

The aim is to give general information in an honest and impartial manner, using correct terminology. Basic human reproduction is covered separately as part of the Science curriculum. Attendance at these sessions is not compulsory, but children in the past have found them helpful and we would strongly recommend that your child takes part. The sessions will take place on a Wednesday in the Summer Term during PSHE time, so that no other lessons or activities will be affected.

The outline programme is as follows:

#### **Year 5 Girls**

- Introduction to puberty, hormones and personal hygiene
- Dealing with periods, use of sanitary protection and how to dispose of items and cope in the school environment. (We are aware that some girls do start unexpectedly early and feel, for this reason, that the topic should be aired in the final term of Year 5)
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

#### **Year 5 Boys:**

- Introduction to puberty, hormones and personal hygiene
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

All sessions will be led by the school nurse and in separate groups of girls and boys.



Should you not wish your child to take part in these lessons please let me know via email [k.matthews@herefordcs.com](mailto:k.matthews@herefordcs.com) by Friday 31st March.

Our PSHE and Relationships Education Policy is available on the website here: <https://www.herefordcs.com/about/reports-policies-results/school-policies>

Should you have any further questions or concerns regarding this matter, please do not hesitate to contact me by email or via the school office.

Yours sincerely,

Mrs Kerry Matthews

Head of PSHE

## **Year 6**

### TO PARENTS OF CHILDREN IN YEAR 6

Dear Parent,

During the Summer Term your child will be given the opportunity to attend PSHE lessons dealing with some of the changes they will encounter during the next few years.

The aim is to give general information in an honest and impartial manner, using correct terminology. Basic human reproduction is covered separately as part of the Science curriculum. Attendance at these sessions is not compulsory, but children in the past have found them helpful and we would strongly recommend that your child takes part. The sessions will take place on a Wednesday in the Summer Term during PSHE time, so that no other lessons or activities will be affected.

The outline programme is as follows:

Year 6 Girls

- Introduction to puberty, hormones and personal hygiene
- Dealing with periods, use of sanitary protection and how to dispose of items and cope in the school environment.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

Year 6 Boys:

- Introduction to puberty, hormones and personal hygiene

· That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

All sessions will be led by the school nurse and in separate groups of girls and boys.

Should you not wish your child to take part in these lessons please let me know via email

[k.matthews@herefordcs.com](mailto:k.matthews@herefordcs.com) by Monday 19th April.

Our PSHE and Relationships Education Policy is available on the website here:

<https://www.herefordcs.com/about/reports-policies-results/school-policies>

Should you have any further questions or concerns regarding this matter, please do not hesitate to contact me by email or via the school office.

Yours sincerely,

Mrs Kerry Matthews

Head of PSHE

Last Staff review: January 2024 KM

Last Governor review of policy: January 2024 Education Committee

Last Governor review of practice: November 2022 J D-R

Next review: by January 2025

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