

Bledlow Ridge School



PSHE Relationships Policy

Date agreed: April 2026

Review date: April 2027

Summary of recent updates: The following information has been added into the policy during this year's review.

- Explicit mention to informing, guiding and bringing awareness to AI mistakes and possible inadequate guidance.
- Updated dates and information to match current regulations and new statutory requirements.
- OneDecision has updated their content, SEND provision and resources.
- Working with outside agencies has been updated.

Our aims at Bledlow Ridge School are threefold:

- To enable every child to reach his or her potential physically, emotionally, intellectually and socially;
- To ensure that each child feels included, valued and secure, and is able to recognise and appreciate his/her own worth and the worth of others;
- To encourage the children to become self-motivated and confident, and to acquire the skills and attitudes necessary for them to become independent, life-long learners.

With this in mind, our Relationship Policy has been written to reflect our aims throughout.

At Bledlow Ridge Primary school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education has been part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

Aims of the Relationships Policy

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy in place.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education

Legal Requirements

To comply with 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, they make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019 and updated in July 2025 for implementation in September 2026). We comply with the updated 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE (July 2025).

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfill statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

At Bledlow Ridge school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary, we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons (Please see the separate Sex Education Policy).

Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, a parent focus group and pupils which has been outlined at the end of this document.

This policy links to the PSHE policy, Sex Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

Definition of Relationships Education

Statutory Relationships at Bledlow Ridge Primary school is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance (See appendix 1). Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and offline lives and how to report any concerns or abuse and where to access help when needed.

The Curriculum

Intent - Why teach Relationships Education?

Relationships Education became statutory in September 2020. High quality Relationships Education will support pupils to :

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience (reinforced in our school values and stars of the week)

- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material, AI mistakes or entering into social media conversations that can could cause them harm or inadequate guidance
- Recognise intimate physical relationships are for adults

Implementation

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level. Further details can be found in appendix 1.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigmas.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

What we use – High quality assured resources provided from the PSHE Association programme of study, One Decision, Twinkl, SEAL and PSHE recommended online teaching resources.

Who – Relationships education starts in Reception and is taught by all teachers until the end of year 6.

When – PSHE lessons are 30 - 50 minutes per week, covered with-in topics and during Time To Talk Days.

How delivery and content will be made accessible to all pupils including SEND?

This will be differentiated on a case by case teacher led decision, depending upon the specific needs of the child in question. These lessons may be but not exclusively be either whole class lessons, 1-1 lessons incorporated into games or stories in order to make them accessible to the child. The child may be in the class with the other

students or out of class on a 1-1 basis. OneDecision resources have been designed to be inclusive and allow for adaptations.

Where can you view curriculum information?

Please see appendix 2 (year by year overview of the PSHE relationship provision is referred to as R -statements such as R1-R20).

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules (these have been created by staff and checked over by the children - Appendix 3) with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box or worry monster is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Alternatively, children do and can approach staff directly in order to address their concerns at the next most appropriate moment. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate or misguided sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers (especially if a consent has been withdrawn) and the school will share information with parents/carers on an individual basis should the need arise.

Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE. Pupils are expected to fully engage with PSHE provision and treat others with respect.

Working with outside agencies and visiting speakers

Every two years, we use an outside agency called 'Hazard Alley' to provide children in Year 3 and 4 with strategies to stay safe in and around our community but also with our relationships online. During Time to Talk Days or important occasions, we occasionally have outside agencies come into school to give the children assemblies and potential workshops. For example we have had a bullying assembly and workshops led by a company called OpenViewEducation. On a case by case basis, certain children (if meeting thresholds) may be supported by outside agencies such as, but exclusively, Family Support, Pupil Referral Units, School Nurses or CAMHS.

Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

Working with parents and carers (consulting, informing and supporting)

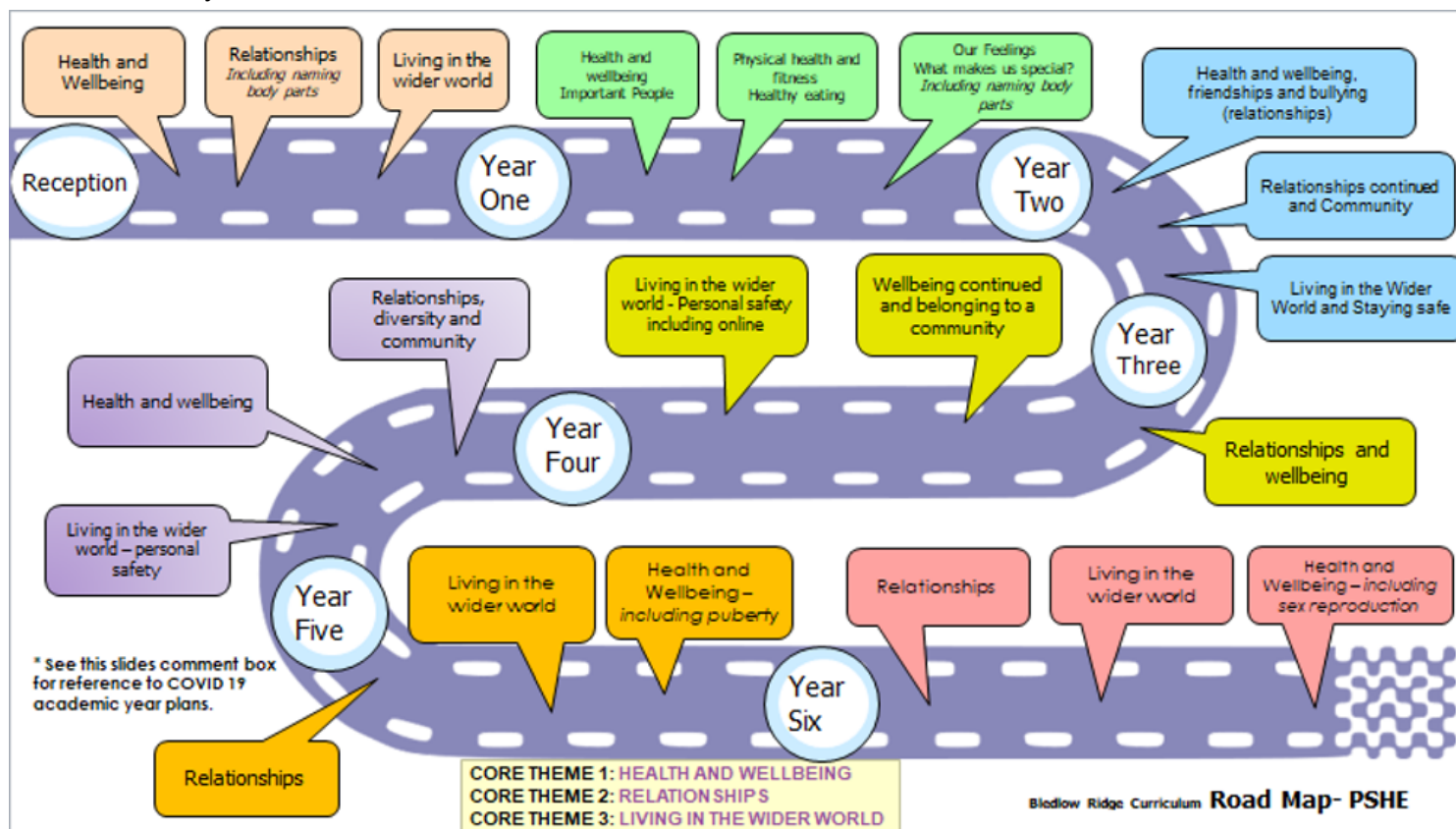
Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Appendix 1 DfE descriptors

[Relationships education \(Primary\) - GOV.UK](https://www.gov.uk/government/publications/relationships-education-primary)

Appendix 2

PSHE Curriculum overview – Safeguarding concerns and safe relationships is covered in more detail in the Sex Education Policy



The Entire PSHE Topic Overview - Relationship Education Included

LEARNING AREAS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Keeping Safe	What I Know Now	Tying Shoelaces	Leaning out of Windows	What I Know Now	Peer Pressure	Water Safety
	Road Safety	Staying Safe	What I've Learnt	Cycle Safety	Adults' & Pupils' Views	What I've Learnt
Keeping Healthy	What I Know Now	Healthy Eating	Medicine	What I Know Now	Smoking	Alcohol
	Washing Hands	Brushing Teeth	What I've Learnt	Healthy Living	Adults' & Pupils' Views	What I've Learnt
Relationships	What I Know Now	Bullying	Touch	What I Know Now	Puberty	Conception
	Friendship	Body Language	What I've Learnt	Relationships	Adults' & Pupils' Views	What I've Learnt
Being Responsible	What I Know Now	Practice Makes Perfect	Stealing	What I Know Now	Looking Out for Others	Stealing
	Water Spillage	Helping Someone	What I've Learnt	Coming Home on Time	Adults' & Pupils' Views	What I've Learnt
Feelings and Emotions	What I Know Now	Worry	Grief	What I Know Now	Anger	Worry
	Jealousy	Anger	What I've Learnt	Jealousy	Adults' & Pupils' Views	What I've Learnt
Computer/Online Safety	What I Know Now	Image Sharing	Making Friends Online	What I Know Now	Image Sharing	Making Friends Online
	Online Bullying	Computer Safety	What I've Learnt	Online Bullying	Adults' & Pupils' Views	What I've Learnt
Our World/The Working World	What I Know Now	Living in Our World	Looking After Our World	What I Know Now	Enterprise	In-App Purchases
	Growing in Our World	Working in Our World	What I've Learnt	Chores At Home	Adults' & Pupils' Views	What I've Learnt
A World Without Judgement	What I Know Now	Individual Liberty	Tolerance	What I Know Now	Inclusion & Acceptance	British Values
	Democracy	Rule of Law	What I've Learnt	Breaking Down Barriers	Adults' & Pupils' Views	What I've Learnt

A full overview of curriculum content mapped against DfE descriptors is [available on the school website](#) -

Just Relationship Education topics continued in more detail below.

Families and people who care for me					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
That families are important for children growing up safe and happy because they can provide love, security and stability.	Families and people who care for me theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Safe - Relationships - Being Responsible	5-8 Summative Topics - Keeping/Staying Safe - Feelings & Emotions 5-8 Main Topics - Leaning Out of Windows - Touch - Grief & Loss - Making Friends Online - Hazard Watch 8-11 Baseline Topics - Keeping/Staying Safe - Growing and Changing - Being Responsible - A World Without Judgement 8-11 Summative Topics - Relationships - Feelings and Emotions - The Working World - A World Without Judgement 8-11 Main Topics - Cycle Safety - Relationships - Conception - Coming Home on Time - Anger - Worry - Online Bullying - Chores at Home - Enterprise - Inclusion & Acceptance - British Values Adult & Children's Views - Keeping/Staying Safe - Keeping/Staying Healthy - Growing and Changing - A World Without Judgement	- My Support System - Diversity & Equality	- Protected Characteristics - Celebrating Differences - Meaningful Connections - Are We The Same?
The characteristics of safe and happy family life, such as 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.		5-8 Main Topics - Road Safety - Staying Safe - Tying Shoelaces - Water Spillage - Worry - Growing In Our World - Living In Our World			
That the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.					
That marriage and civil partnerships represent 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.					

P2

Caring Friendships					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Caring Friendships theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics Keeping/Staying Safe	5-8 Summative Topics - Keeping/Staying Safe - Relationships - Being Responsible	- Jealousy - Friendships - Self-Esteem & Confidence - Communication Skills - Empathy & Understanding Others - My Support System - Diversity & Equality	- Celebrating Differences - Meaningful Connections - Anti-Bullying Awareness - Power of Words - Misogyny - Are We The Same?
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.		5-8 Main Topics - Staying Safe - Friendship - Body Language - Bullying - Helping Someone in Need - Stealing - Jealousy - Anger - Image Sharing - Online Bullying	5-8 Main Topics - Medicine - Touch - Making Friends Online - Breaking Down Barriers 8-11 Baseline Topics - Feelings and Emotions - A World Without Judgement 8-11 Summative Topics - Keeping/Staying Safe - Growing and Changing - Being Responsible - Computer Safety 8-11 Main Topics - Peer Pressure - Water Safety - Smoking - Looking Out for Others - Stealing - Jealousy - Online Bullying - Image Sharing - Making Friends Online - Inclusion & Acceptance Adult & Children's Views - Keeping/Staying Healthy - Growing and Changing - Feelings and Emotions		
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.					
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.					
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.					
How to manage conflict, and that resorting to violence is never right.					
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.					

P3

Respectful, Kind Relationships					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Respectful, Kind Relationships theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Relationships 5-8 Main Topics - Staying Safe - Friendship - Bullying - Body Language - Practice Makes Perfect - Helping Someone in Need - Water Spillage - Jealousy - Anger - Image Sharing - Online Bullying - Computer Safety - Documentary - Living In Our World - Hoax Calling	5-8 Summative Topics - Relationships - Being Responsible - Computer Safety 5-8 Main Topics - Touch - Stealing - Making Friends Online 8-11 Baseline Topics - Feelings and Emotions - A World Without Judgement 8-11 Summative Topics - Growing and Changing - Being Responsible - Computer Safety - The Working World - A World Without Judgement 8-11 Main Topics - Peer Pressure - Relationships - Stealing - Looking Out for Others - Coming Home on Time - Jealousy - Anger - Online Bullying - Image Sharing - In-App Purchases - Breaking Down Barriers - Inclusion & Acceptance - British Values Adult & Children's Views - Keeping/Staying Safe - Growing and Changing - Being Responsible - Computer Safety - A World Without Judgement	- Self-Esteem & Confidence - Communication Skills - Resilience & Growth Mindset - Jealousy - Friendship - Diversity & Equality - Empathy & Understanding Others	- Celebrating Differences - Meaningful Connections - Anti-Bullying Awareness - Misogyny - Power of Words - Are We The Same? - Protected Characteristics
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.					
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.					
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.					
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.					

P4

Respectful, Kind Relationships					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Respectful, Kind Relationships theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	Please see page 4 for the topics that cover the learning outcomes within this theme.	Please see page 4 for the topics that cover the learning outcomes within this theme.	Please see page 4 for the topics that cover the learning outcomes within this theme.	Please see page 4 for the topics that cover the learning outcomes within this theme.
The conventions of courtesy and manners.					
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.					
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.					
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.					
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.					

P5

Online Safety and Awareness					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Online Safety and Awareness theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Computer Safety 5-8 Main Topics - Online Bullying - Image Sharing - Computer Safety Documentary	5-8 Summative Topics - Computer Safety 5-8 Main Topics - Making Friends Online 8-11 Baseline Topics - Computer Safety 8-11 Summative Topics - Computer Safety 8-11 Main Topics - Online Bullying - Image Sharing - Making Friends Online Adult & Children's Views - Computer Safety	My Support System	Click or Quit?
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.					
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.					
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.					
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.					
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.					

P6

Being Safe					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Being Safe theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Safe - Computer Safety - Fire Safety 5-8 Main Topics - Staying Safe - Bullying - Helping Someone in Need - Worry - Jealousy - Online Bullying - Image Sharing - Computer Safety Documentary - Hoax Calling - Fire Station Visit - Petty Arson - Hazard Watch	5-8 Summative Topics - Keeping/Staying Safe - Relationships - Feelings and Emotions - Computer Safety - Fire Safety 5-8 Main Topics - Medicine - Touch - Making Friends Online - Texting Whilst Driving 8-11 Baseline Topics - Keeping/Staying Safe - First Aid 8-11 Summative Topics - Keeping/Staying Safe - Keeping/Staying Healthy - Growing and Changing - Feelings and Emotions - Computer Safety - First Aid 8-11 Main Topics - Water Safety - Peer Pressure - Relationships - Puberty - Looking Out for Others - Online Bullying - Image Sharing - Making Friends Online - British Values - First Aid Year 5 - First Aid Year 6 (Part 1) - First Aid Year 6 (Part 2) Adult & Children's Views - Keeping/Staying Safe - Computer Safety	- Communication Skills - My Support System	- Knife Crime Awareness - Anti-Bullying Awareness
The concept of privacy and its implications 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 contact, including physical contact.					
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.					
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.					
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.					
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.					

P7

General Well-being					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	General Well-being theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Healthy - Feelings and Emotions 5-8 Main Topics - Washing Hands - Brushing Teeth - Body Language - Practice Makes Perfect - Jealousy - Worry - Anger - Online Bullying - Image Sharing - Hoax Calling - Fire Station Visit - Petty Arson	5-8 Summative Topics - Keeping/Staying Healthy - Relationships - Feelings and Emotions 5-8 Main Topics - Grief/Loss - Texting Whilst Driving 8-11 Baseline Topics - Keeping/Staying Healthy - Feelings and Emotions 8-11 Summative Topics - Keeping/Staying Healthy - Feelings and Emotions 8-11 Main Topics - Cycle Safety - Peer Pressure - Healthy Living - Relationships - Puberty - Looking Out for Others - Jealousy - Anger - Worry - Online Bullying - Image Sharing - Chores at Home - In-App Purchases - Breaking Down Barriers - Inclusion & Acceptance - First Aid Year 5 Adult & Children's Views - Keeping/Staying Healthy - Growing & Changing - Feelings and Emotions - Computer Safety	- Worry/Anxiety - Anger - Grief - Jealousy - My Support System - Empathy & Understanding Others	- Supporting Our Mental Health - Know Yourself, Grow Yourself
The importance of promoting general wellbeing and physical health.					
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.					
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.					
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.					
That isolation and loneliness can affect children, and the benefits of seeking support.					
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.					
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.					
Where and how to seek support (including recognising the triggers for seeking support), including who 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).					
That it is common to experience mental health problems, and early support can help.					

P8

Wellbeing Online					
Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Wellbeing Online theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Healthy - Computer Safety 5-8 Main Topics - Online Bullying - Image Sharing - Making Friends Online - Computer Safety Documentary	5-8 Summative Topics - Keeping/Staying Healthy - Computer Safety 8-11 Baseline Topics - Computer Safety 8-11 Summative Topics - Computer Safety 8-11 Main Topics - Healthy Living - Online Bullying - Image Sharing - Making Friends Online - In-App Purchases Adult & Children's Views - Keeping/Staying Safe - Keeping/Staying Healthy - Computer Safety	- Communication Skills - Friendships	Click or Quit?
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.					
The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online.					
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.					

P9

Wellbeing Online

Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Wellbeing Online theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	Please see page 9 for the topics that cover the learning outcomes within this theme.	Please see page 9 for the topics that cover the learning outcomes within this theme.	Please see page 9 for the topics that cover the learning outcomes within this theme.	Please see page 9 for the topics that cover the learning outcomes within this theme.
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.					
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.					
How to understand the information they find online, including from search engines, and know how information is selected and targeted.					
That they have rights in relation to sharing personal data, privacy and consent.					
Where and how to report concerns and get support with issues online.					

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Physical Health and Fitness

Learning Outcomes	Simply RSHE	Comprehensive KS1	Comprehensive KS2	Nurture Group (Updates coming soon)	Assemblies
The characteristics and mental and physical benefits of an active lifestyle.	Physical Health and Fitness theme, one session for each year group. Each session contributes to all of the learning outcomes within this theme. <i>Please note, the KS1 topics provide an early introduction to this theme.</i>	5-8 Baseline Topics - Keeping/Staying Healthy 5-8 Main Topics - Healthy Eating - Practice Makes Perfect	5-8 Summative Topics - Keeping/Staying Healthy - Feelings and Emotions 8-11 Baseline Topics - Keeping/Staying Healthy - Feelings and Emotions 8-11 Summative Topics - Keeping/Staying Healthy 8-11 Main Topics - Healthy Living - Puberty Adult & Children's Views - Keeping/Staying Healthy	- Resilience & Growth Mindset - Self-Esteem and Confidence	Looking After Our Mental and Physical Health – Coming soon
The importance of building regular physical activity 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, moderate and/or vigorous physical activity.					
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.					

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Appendix 3. Class ground rules



Appendix 4 – DFE guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Policy development

This policy was developed by the PSHE lead in consultation with staff, school governors and then a readability focus group of parents, governors and staff members.

Suggestions for policy development were:

This policy has been updated with more reference to the statutory rights about withdrawal and additional information has linked to the government guidance related to withdrawal in this document and on the school PSHE website link listed for parents to help clarify parent's options.

Mrs Claire Bourke– PSHE lead who works with staff or external working groups. She shares relevant information including national and local guidance / guidance from Public Health PSHE lead.

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Parent/stakeholder consultation – parents and any interested parties were invited to read through the final drafted version of the policy and feedback on any questions or queries that they had. The school has an open door policy that allows parents the opportunity to ask questions about our policies at any point during the school year.

Pupil consultation – Mrs Claire Bourke (PSHE lead) or Mr Nick Lowen (PSHE governor) has and will continue to monitor PSHE lessons and raise questions to shape further lessons. This has been and may in future be achieved through a small focus group who can then give their consent to review or answer a questionnaire in class. In addition to these meetings, throughout the year, teachers will also be completing a reflective assessment of each term and provide children with the opportunity to review each topic over the course of their Primary Education.

Ratification – this policy was shared and ratified with governors.

This policy was created with the support of Carol Stottor (PSHE Lead for Public Health BCC).