

Bill Quay Primary School



Relationships and PSHE Policy

Purpose of this policy

This policy outlines Bill Quay Primary's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education. It sets out the framework for staff to deliver these subjects effectively. It supports our whole school ethos of wellbeing, respect and inclusion, enabling all pupils to develop the knowledge, skills, and understanding to lead confident, healthy, and responsible lives.

Definition

PSHE supports children's personal development by helping them to build confidence, resilience, and self-esteem; develop healthy, positive relationships; and understand how to stay safe and healthy, now and in the future. Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity; instead, it involves pupils making healthy choices regarding their relationships and exploring social issues which they may come across in life.

Statutory Requirements

As a maintained primary school, we must provide Relationships and Health Education to all pupils as per section 34 of the Children and Social Work Act 2017. Although we are not required to provide sex education, we teach the elements contained in the science curriculum. This policy incorporates updates from the DfE's statutory guidance issued in July 2025, which becomes fully effective from September 2026.

Rationale

Our PSHE and Relationships programmes promote pupils' personal, social and economic development, as well as their health and mental well-being, fostering respectful relationships and developing personal identity. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. At Bill Quay Primary School, pupils' wellbeing, happiness and safety are our first priority, and PSHE and Relationships Education are the key vehicles through which we share this with pupils. We regard these subjects as an important, integral component of the whole curriculum; they are central to our approach and are reflected within our core values.

Policy Aims

Through PSHE and Relationships Education, we aim to ensure that our pupils:

- Understand what constitutes a healthy lifestyle and relationships, including mental health and well being.

- Know how to stay physically (including personal safety), emotionally and digitally safe.
- Develop self-esteem, confidence, empathy and resilience.
- Recognise risky or exploitative situations, including online behaviour.
- Prepare for puberty, transition and emotional change.
- Respect diversity and equality in relationships and society.
- Contribute positively to their community and wider world.

Curriculum Content

At Bill Quay Primary School, PSHE and Relationships Education is planned and delivered using a range of resources, including the PSHE Association Programme of Study, which ensures progression and age-appropriate coverage across all year groups. This programme will align with the 2025 DfE statutory guidance which will come into effect from September 2026 and incorporates three main themes:

Core Theme 1: Health and Wellbeing

Pupils learn:

- What is meant by a healthy lifestyle (including physical and mental health).
- How to manage feelings and emotions, including emotional regulation, grief and loneliness.
- About growing and changing, including puberty and reproduction (as appropriate).
- Strategies for keeping safe, including online safety, road, rail and water safety, and drug education.

Core Theme 2: Relationships

Pupils learn:

- How to develop and maintain healthy, respectful relationships.
- How to recognise and respond to unsafe or inappropriate situations.
- About families, friendships, and the importance of kindness, trust, and respect.
- How to understand diversity, equality, and inclusion.

Core Theme 3: Living in the Wider World

Pupils learn:

- About rights and responsibilities as members of families, communities, and the wider world.
- About money management and economic wellbeing.

- About how rules and laws help to keep us safe.
- About the importance of caring for the environment.
- About technological risks, including how texts and images can be manipulated or invented.

The curriculum is designed to be **spiral**, building knowledge and skills progressively from Reception to Year 6.

Other resources that support our curriculum include:

- Melva -an online mental health and wellbeing programme for KS2 pupils.
- Pol-Ed- a teaching resource developed by West Yorkshire Police Force that includes the topic, 'understanding the Law'.
- No Outsiders- a scheme that teaches pupils inclusion and tolerance through stories and assemblies.

Relationships Education is taught within the personal, social, health and economic (PSHE) curriculum. Biological aspects of Relationships Education are taught within the science curriculum, which incorporates the teaching of reproduction systems in plants and animals (including humans). Other aspects, such as stereotypes and religious practises, are included within our Religious Education (RE) curriculum.

In addition to the above, we also provide a character- learning journey, encouraging our pupils to think critically and develop a mind-set while actively solving problems. We have incorporated the Commando Joe's (Co-Jo) programme into our curriculum, which encourages pupils to think differently and deeply about their actions and choose intelligently between alternative scenarios. Through this programme, pupils are given the opportunity to achieve, be resilient, tolerate others and make great choices for life - in and outside school.

In the Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral aspect of daily planning, teaching and learning. Within this area of learning, pupils focus on:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

The PSHE Association's guidance complements the EYFS by providing structured approaches to nurture self-awareness, resilience, empathy, and respect for others—core aspects of PSED. Through consistent, developmentally appropriate teaching of PSHE, early years practitioners can effectively meet EYFS outcomes in Self-Regulation, Managing Self, and Building Relationships, ensuring that children develop the foundations for wellbeing, citizenship, and lifelong learning.

Teaching and Learning

PSHE and Relationships Education is taught through:

- Dedicated weekly lessons following the school's PSHE long-term plan.
- Cross-curricular links (e.g. science, computing, RE, PE).
- Whole-school assemblies and special events (e.g. Anti-Bullying Week, Mental Health Week).
- Circle times and class discussions.

Adaptations for Pupils with SEND

Our topics are designed so that pupils develop knowledge and understanding of the world in both key stages. We recognise that within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all pupils. This is done through providing support, adaptive teaching and catering for different learning styles within lessons. This includes simplifying language, providing visual support, and ensuring concepts are visited regularly.

Training

The PSHE subject leader:

- Oversees curriculum planning, delivery, and assessment.
- Provides guidance and support to colleagues.
- Monitors provision and reports to SLT and governors.
- Ensures staff have access to relevant CPD from the PSHE Association and other professional bodies.

Equality and Diversity

We are committed to ensuring that all pupils regardless of gender, faith, ability, sexual orientation or background have equal access to PSHE and Relationships Education. Lessons are inclusive, reflecting diverse family structures and perspectives.

The PSHE programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by our multi-cultural British society today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy.

Assessment and Recording

- Teachers assess pupils' learning through observation, discussion, and reflection activities.
- Assessment focuses on pupils' understanding and application of key concepts, not on personal beliefs or experiences.
- Subject leaders monitor teaching, and pupil voice to ensure consistency and impact.
- Feedback is given through verbal discussion, self-assessment, and peer reflection.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Roles and Responsibilities

Governors, senior leaders and the subject co-ordinator are responsible for ensuring that the content laid out by the DfE is taught effectively.

The subject co-ordinator will also be responsible for reporting to the Governing Body on standards and developments in PSHE and RSE on an annual basis. A subject improvement plan will detail steps needed to progress standards. This will be updated termly and reviewed annually.

Links to other policies

- Safeguarding policy
- Online safety policy
- Race Equality statement
- Behaviour policy
- Anti-bullying policy

