

Relationships Education & PSHE Policy

Gayton Junior School



Manager:	Mrs J Hill
Date Adopted:	Summer 2025 – Updated Summer 2026
Date for review:	Summer 2027

Parties involved in the policy's development and consultation:

- PSHE and Relationships Education Leaders
- PSHE Leaders from Ridgeway Infant and Derby Moor Academy (KS1 and KS3 feeder schools)
- Parents contributing feedback and views about Relationships Education
- Governing Board
- Gayton School Staff

This policy reflects the DfE Relationships Education statutory guidance (2025) and guidance from the PSHE Association. All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the school's website. Hard copies will also be available via the school office.

Aims

The overall aim of Relationships Education is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict, keep themselves safe and learn how to recognise and avoid exploitation and abuse.

Relationships Education provides opportunities for pupils to:

- better understand the nature of positive human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- develop into kind, caring adults who have respect for others
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children - this also includes marriage and civil partnerships
- better understand their emotions and the links between physical and mental health
- learn how to keep themselves and others safe and who can help them
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

Content of the Schools' Relationships Education Programme

The DfE Relationships Education statutory guidance sets out what children should know by the end of their time at junior school (see Appendix A). At Gayton, Relationships Education will be taught mainly as part of our PSHE scheme of work. Children are taught in classes by a member of school staff, usually the class teacher. Other aspects of the programme are taught through our SMSC work on Citizenship or through PE or Science. Many aspects of the programme are taught throughout the year, whilst some specific age-related aspects are delivered at a planned point during the year in order that parents are informed and can be involved in supporting their child. An outline of the content of our programme of work for PSHE, including Relationships Education, can be found in Appendix B and Programmes of Study can be found on the school website.

- Mental health and wellbeing are woven throughout the scheme of work, with some lessons focusing on this specifically and others through discussion of thoughts and feelings in relation to other objectives.
- Relationships Education is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- Ground Rules are used in all PSHE and Relationships Education lessons.
- Pupils have access to Worry Boxes in the Upper and Lower School corridors if they wish to speak in confidence to their class teacher or our Learning Mentor following any PSHE or Relationships Education lessons.
- Resources used are flexible in order to meet the needs of the pupils and curriculum. Where possible, visitors or books are used to further engage children to certain topics.
- Lesson activities focus on discussion and group work, allowing them to be accessed by all children, including those with SEND.
- Correct medical vocabulary will be used throughout the Relationships Education and PSHE curriculum.
- Relationships Education is taught using a variety of methods that further pupils' understanding. These include: circle time, active teaching and learning, role play/scenarios, Learning2Learn or Talk4Learning activities and discussions.
- External agencies are invited to support the delivery of Relationships Education. These include: the Fire Service, the NSPCC, Flat Stan First Aid and the local community police.
- External agencies and visitors are familiar with and understand the school's Relationships Education policy and Education Child Protection policy and work within these documents' guidelines.
- All input to Relationships Education lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Parental Involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and Relationships Education programme. Parents are provided with the opportunity to find out about and discuss the school's programme during policy consultation meetings/opportunities, the school website and an open-door policy. Parents will also be made aware of when lessons on Changes and Puberty are to be taught. To promote effective communication and discussion between parents and their children we notify parents through the school website about when particular aspects of Relationships Education will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental rights to withdraw their children

Following discussions with Derby Moor Academy, where the majority of our pupils move after Year 6, we have taken the decision not to include any specific Sex Education in our Relationships Education Programme beyond that which is covered as part of the Key Stage 2 Science Curriculum. This covers life cycles of humans and the changing adolescent body, including physical and emotional changes. Life Cycles is taught as part of the Year 5 Science Curriculum and our Year 5 girls and all Year 6 children take part in the changing adolescent body lessons. **As these aspects are part of the National Curriculum, children cannot be withdrawn from these lessons.**

Discussions may take place between parents of children with SEND needs and the school SENCO if it is deemed children are not emotionally mature enough to access the content of the Year 6 curriculum so that we can ensure these lessons are adapted and can be accessed by the child.

How the school responds to specific issues related to Relationships Education

Answering Difficult Questions

Staff are aware that views around Relationships Education related issues are varied. However, while personal views are respected, all Relationships Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal Relationships Education issues arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned or believe any pupil to be at risk.

Ground Rules

Relationships Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the Relationships Education work, in addition to those already used in the classroom.

Inclusion & Equal Opportunities

The Relationships Education policy reflects and is in line with the school's equality duty and the school ensures that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+). Inclusive Relationships Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and will promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

In order to ensure our children are well-prepared for adulthood, we will teach them to be respectful to others and aware of the need to challenge stereotyping and discrimination but will also be respectful of pupils' faiths where these beliefs may not be in line with British law.

The Programmes of Study for each year group seeks to challenge negative stereotyping around the protected characteristics and aims to address these at a level which is age-appropriate to the children in each year group. Within school, we are sensitive to pupils' circumstances, recognizing that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adopted parents and foster carers/parents. As a school, we act quickly to dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. Relationships Education discussions may prompt a pupil to disclose about related incidents; for example, neglect or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, they should discuss this with the DSL who takes action as outlined in the Education Child Protection policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed

We ensure that all pupils have equal access to the Relationships Education programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress throughout the year, based on their input during discussions, task outcomes, questioning and observations.

At the end of the year, each year group reviews the Relationships Education programme they have implemented and pass on any comments to the Relationships Education leader as part of the monitoring cycle. A random selection of pupils is interviewed and the Relationships Education programme is reviewed, taking into account the feedback from teaching staff, pupils and, where necessary, parents. Governors remain ultimately responsible for the policy.

Links to other policies and advice

This policy is supported by, but not limited to:

Equality Duty

Behaviour Policy

Health and Safety Policy

Education Child Protection Policy

Mental Health & Wellbeing Policy

Visits & Visitors Policy

Confidentiality Policy

Anti-bullying Policy

Intimate Care Policy

Relationship and Sex Education Guidance (2025) – DfE

Review of This Policy

This policy has been updated in 2026, in line with the first review of the statutory Relationships Education guidance (2026). Following this, this policy will continue to be reviewed in full on a two-yearly cycle and updated should any new findings arise from educational research, local or national guidance.

Theme	By the end of KS2, children should know:
Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • 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.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • 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. • 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.

Theme	By the end of KS2, children should know:
Respectful relationships	• 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. • 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. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • 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.

Theme	By the end of KS2, children should know:
Online safety & awareness	• 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. • 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.
Being safe	• 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. • 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.

Theme	By the end of KS2, children should know:
General wellbeing	• 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. • 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.

Theme	By the end of KS2, children should know:
Wellbeing online	• 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. • 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. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • 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.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • 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.
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. 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).

Theme	By the end of KS2, children should know:
Drugs, alcohol, tobacco and vaping	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. - About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. - The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. - The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix B

PSHE Long Term Planning

Based around PSHE Matters (Derbyshire)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Being Responsible	Bullying Matters	Healthy Me	Relationships	Being Me	Changing Me Money Matters
Year 4	Being Safe	Bullying Matters	Drug Education	Exploring Emotions	Difference & Diversity	Growing Up
Year 5	Being Responsible	Bullying Matters	Drug Education	Exploring Emotions	Difference & Diversity	Growing Up
Year 6	Being Safe	Bullying Matters	Healthy Me	Relationships	Being Me	Changing Me Money Matters

We have added some lessons to our units which come from recommendations from the PSHE Association, such as age-appropriate Drug Education lessons and lessons used to support our Growing Up and Changing Me curriculum from the Growing Up with Yasmine and Tom scheme of work. These resources can be found on our website for parents to view during, and following, our consultation period.

A number of lessons have been adapted from the PSHE Matters scheme and developed within school to reflect the diversity of our community and these themes are introduced at an age-appropriate level through books and stories with the children.

Units are based around the key themes of PSHE: Living in the Wider World (red), Relationships (blue) and Health & Wellbeing (green). Some units of work include aspects of all three themes (gold).

Objectives met through whole school activities:

R22, R25, R26 – Met through bi-annual NSPCC Assemblies/Workshops.

H12 – Sun Safety Assembly