PSHE & RELATIONSHIPS POLICY

PSHE

INTENT

At the Bridges Federation, the aim of our PSHE curriculum, in line with the National Curriculum, is to promote pupils' spiritual, moral, social and cultural development. Our PSHE lessons inspire children to understand the world around them and prepare them for adulthood. Using a range of approaches including P4C, we enable children to actively explore, discuss and debate PSHE concepts and themes, thus promoting self-esteem and emotional development. Our approach reflects the latest statutory updates (DfE - July 2025) to provide pupils with the knowledge, skills, and values needed to confidently manage modern challenges, understand risks, make safe choices, and foster healthy, respectful relationships in all areas of life.

We actively promote the children's civil rights through our school's vision and British Values to help them grow into responsible global citizens.

AIMS

- to help pupils understand how they are developing personally and socially
- to enable pupils to tackle many of the moral, social and cultural issues that are part of growing up
- to teach about rights and responsibilities in order to support pupils to appreciate what it means to be a member of a diverse society
- to encourage pupils to understand their role in protecting the environment and to develop a sense of responsibility as active and informed global citizens
- to encourage pupils' sense of self-worth as they play a positive role in contributing school life and the wider community
- to enable pupils to recognise and build healthy relationships
- to ensure pupils understand how to stay safe online, including recognising harmful online behaviours such as bullying, grooming, and manipulation, including through AI and deepfakes
- to equip pupils with the knowledge to make safe decisions around online gambling and gaming, including awareness of advertising and financial risks
- to challenge harmful stereotypes and ensure pupils understand the importance of respect, including counteracting misogyny and promoting positive role models
- to provide pupils with accurate knowledge about their physical and mental health, including understanding puberty and menstruation
- to support pupils to develop resilience, manage emotions, understand bereavement, and seek help to protect their mental wellbeing

- to develop pupils' understanding of money, spending, saving and financial decision-making, including recognising online scams, misleading advertising and financial risks

- to help pupils understand personal boundaries, bodily autonomy and the importance of respecting their own and others' choices and feelings

- to support pupils in developing positive habits for lifelong wellbeing, including self-care, healthy routines and strategies for managing stress and change

TEACHING AND LEARNING WILL TAKE PLACE IN THE FOLLOWING WAYS

- Dedicated curriculum time – P4C, Circle Time
- Links to Topics and other curriculum areas when appropriate
- PSHE and Citizenship activities
- School events such as School Journeys, Library Visits, visitors to the school: London Fire Brigade, Police and School Nurse
- Celebrating speciality days/weeks e.g. International Week, Eid, celebration assemblies etc.
- Through the ethos, organisation, structures and daily practices of the school life such as pupil participation in assemblies, taking responsibilities in the school, lunchtime activities, school council, school leaders, drawing up class rules and involvement in school development work and Learning Mentor support.
- Children are encouraged to have a role in planning their learning, where appropriate
- When delivering the curriculum, teaching methodology that fosters the development of skills and attitudes should be used. Refer to the School's Teaching and Learning Policy.

Zones of Regulation Programme At the Bridges Federation, we follow the Zones of Regulation approach to help children's mental health. The Zones of Regulation is an evidence-based approach for integrating social and emotional learning into schools, designed to teach pupils self-regulation and emotional control. The programme helps children recognise and understand their feelings by categorising emotions into four colour-coded zones, supporting them to identify how they feel and use tools and strategies to manage their emotions. Our approach provides consistent language and strategies across the school that empower both pupils and staff to create a safe and supportive environment where children can learn, thrive, and build resilience.

HEALTHY EATING/HEALTHY LIFESTYLE

The Bridges Federation supports pupils to understand and appreciate the importance of good physical and mental health through an integrated, whole school approach. This is done through a variety of subject such as our PE Curriculum and specific lessons for example; 'Health and Growth' in year 2, 'Teeth and Eating' in year 3 and 'Keeping Healthy' in year 5 through the science curriculum, in Design and Technology where children learn about and design specific meals/snacks to name a few. It is also part of the Bridges Federation ethos to model good practice and for adults

to engage in discussion about physical and mental health through the use of embedded practices like the Zones of Regulation, The Daily Mile and the use of the Philosophy for Children approach. These combined approaches support our children to articulate how they are feeling and to develop the language skills required to express their needs and feelings in an appropriate way.

Rewards and Special occasions - Link to behaviour and rewards policy

Food is not used for rewards – instead we rely on praise, complimentary remarks, stickers, stars and celebration assembly certificates etc.

All foods provided by the school meet the Department of Education regulations. The general principle of the school food standards is to provide a wide range of foods across the week. Variety is key – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. Offering a wider range of different foods provides a better balance of nutrients and supports children in making healthier choices. Our schools aim to provide a healthy, safe and friendly environment for all pupils to contribute, take risks, learn and achieve their full potential and develop skills for adulthood. Therefore, we aim to ensure that all children eat a nutritionally balanced meal in the middle of the day. Parents who prefer their children to bring a packed lunch are offered a list of healthy options to include in lunch boxes. Children will be encouraged to eat the more "sensible" part of the meal first. Menus for lunches are made available and nuts are prohibited from all school food.

equip pupils with knowledge about the importance of sleep for physical and mental wellbeing, including routines that support good sleep hygiene and how lack of sleep can affect mood and concentration.

In addition to nutrition, pupils will learn about the importance of maintaining healthy lifestyles, including the benefits of good quality sleep, regular physical activity and balanced screen use. They will develop an understanding of how these habits support both physical and mental wellbeing, helping them to establish healthy routines that promote concentration, resilience and overall health.

ALCOHOL AND DRUGS

The aim of the drugs and alcohol education is to give our children age-appropriate and accurate information about substances (including substances in the home and everyday life, alcohol, tobacco, medicines, volatile substances and illegal drugs) and help them develop the skills and attitudes to keep safe and make healthy and responsible decisions.

Teaching about drugs, alcohol and tobacco is taught mainly through PSHE and R and in Science at Year 6 where it is required in the National Curriculum.

Our pupils will:

- gain knowledge and understanding about the effects and risks and dangers of drugs and correct myths and misunderstandings

- develop skills to make informed decisions, including communication, self-awareness, negotiation, finding information, help and advice, helping others and managing situations involving drugs
- develop skills to keep safe and manage situations involving drugs including assessing and avoiding risks, assertiveness and refusal skills and helping others
- explore their own and other peoples' attitudes to drugs, drug use and drug users, including challenging stereotypes and dispelling myths and exploring media and social influences

Drug Education in Science

Year 6 have to be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Drug Education in our PSHE and R Curriculum

Key Stage1 focuses on what are safe and unsafe substances, what medicines are, why people take medicines and how to take medicines safely, being ill and getting better and what to do if someone persuades you to take something dangerous

Key Stage 2 focuses on what a drug is (legal and illegal), the effects and risks of drugs; particularly tobacco (including shisha and vaping) and alcohol, managing peer influences and resisting pressure to take risks and be able to make safe decisions.

ASSESSMENT, RECORDING AND REPORTS

There are two broad areas for assessment:

- pupils' knowledge and understanding, for example information on health or understanding procedures
- how well pupils can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussion, group tasks, resolving conflict, decision making, relating to peers and adults.

Assessment in PSHE should be based on the positive input of pupils as people or citizens, and will be reported in the end of year reports. Alongside teacher assessment, the children are encouraged to assess themselves. Teachers will monitor the children's performance continuously through formative assessment and track and record their progress at the end of each term.

VALUES OR MORAL FRAMEWORK

Our school curriculum and ethos promote spiritual, moral, social, and cultural development and prepare all pupils for the opportunities and responsibilities within their lives and futures. We are committed to teaching respect for diversity, challenging stereotypes, and ensuring that children understand both their rights and responsibilities. This includes *challenging harmful gender stereotypes and promoting positive role models*, in line with the July 2025 DfE guidance.

WORKING WITH EXTERNAL AGENCIES/ COMMUNITY LINKS

The school regularly works with people outside the school, including parents/carers, school nurses, police, firefighters, health and social care professionals, and community organisations, to enhance pupils' learning experiences and ensure access to specialist knowledge and support. All external agency involvement is discussed in advance with the Leadership Team to ensure planned activities complement the curriculum and uphold the school's values.

In line with our Safeguarding Policy, all external visitors must provide an up-to-date DBS certificate and be accompanied by a member of staff while working with children.

We engage with external partners to support the delivery of key areas of the statutory primary PSHE curriculum. For example, we work with the police and online safety specialists to deliver sessions on online safety, cyberbullying, respectful relationships, online misogyny, and gambling awareness. We also access early intervention programmes such as GROUNDWORKS and NEST (Neighbourhood Schools Team) to strengthen our provision for children's mental health and wellbeing.

MONITORING AND EVALUATION

Teacher Assessment will inform discussion about successful implementation of the policy. Judgements about the success of the policy will also be made through gathering evidence from school staff, parents, pupils, external agencies and the Governing Body.
The Governing body will review this policy every two years and assess its implementation and effectiveness.

Relationships

AIMS

The aim of Relationships education at the Bridges Federation is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age-appropriate and sensitive to their beliefs and values. In the process, they will develop a lifelong learning about emotions and relationships. This will include online relationships and how to seek help if they feel unsafe. Teaching will respect the diversity of our families within the Bridges Federation's school community and help children understand that families can be made up in many different ways, including single parent families, stepfamilies, foster families, same-sex parent families and extended families, all of which should be respected, valued and celebrated. Pupils will also learn to recognise and respect personal boundaries, understand that everybody has the right to feel safe, and develop an age-appropriate understanding of bodily autonomy and consent through everyday interactions and relationships.

Teaching will also reflect the statutory updates, ensuring that pupils are equipped with the knowledge and skills to navigate modern life confidently and safely. This includes online safety, digital wellbeing, respect for personal and digital boundaries, challenging harmful stereotypes, and recognising potential risks such as online gambling, manipulation, and misinformation. Additionally, teaching will promote pupils' understanding of the importance of seeking help for mental health concerns, including low mood or distress, and provide them with the knowledge of how to access support if they or others feel unsafe, overwhelmed, or at risk.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents as advised by the Department for Education. We encouraged an ongoing discussion with families and stakeholders throughout the evolution of our school's Relationships Education Programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information, including national and local guidance
2. Staff consultation – Subject leaders and curriculum leaders had the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at examples of resources, and share their views
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
5. Ratification – once amendments were made, the policy was shared with governors and ratified

STATUTORY REQUIREMENTS

Relationships education is compulsory in primary schools. This includes the statutory topics outlined in the July 2025 DfE guidance, such as online safety (including deepfakes), online gambling risks, respectful relationships,l health awareness (e.g., menstruation), mental wellbeing, bereavement, and digital resilience. Parents retain no right to withdraw from these lessons. As a school, we must ensure transparency in the curriculum content and parental engagement in line with statutory requirements.

As part of science and health education lessons, children will learn about the way their bodies change as they grow. Lessons are tailored to suit the pupil's maturity. Class teachers, subject leaders, inclusion managers and health professionals will discuss any specific needs e.g. SEND before these sessions take place. Parents are informed before the sessions are delivered and can view the teaching materials if they wish.

LINKS TO OTHER POLICIES AND CURRICULUM AREAS

a- Curriculum

At Key Stage 2, the Science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty and its physical and emotional impact. This remains statutory.

Religious Education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state-funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty. This includes teaching about puberty, with particular attention to the key facts about the menstrual cycle, including the range of menstrual health experiences, and how to manage menstruation hygienically with confidence. Pupils will also be taught about the risks associated with online gambling and gaming, including how advertising, in-game purchases, and online promotions can encourage gambling-like behaviours, and strategies for recognising and resisting these influences. In addition, pupils will learn about managing emotions, including understanding bereavement and the importance of seeking help during times of grief.

b- Policies

The content of relationships education is supported by our behaviour policy- which includes our anti-bullying policy- equality and inclusion policy and safeguarding policy.

SEND AND INCLUSION

At the Bridges Federation, we are committed to ensuring that all pupils can access the PSHE and Relationships Education curriculum. Teaching will be adapted where necessary to meet the needs of pupils with SEND, taking account of their age, stage of development and individual learning needs. Staff will work closely with inclusion managers, families and external professionals where appropriate to ensure that all pupils can engage meaningfully with the curriculum and make progress from their starting points.

DELIVERY OF RELATIONSHIPS EDUCATION

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010: disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Pupils will learn age-appropriate factual information about human development and understand that people may have different experiences and identities. They will explore the importance of respect, inclusion, and the legal protections that help ensure everyone is treated fairly. Teaching materials will avoid reinforcing stereotypes and will not encourage children to question their gender identity prematurely. The teaching will be age-appropriate and sensitive to children's backgrounds.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication and digital literacy skills
- Forming positive relationships, including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions
- Critically evaluate online content and recognise when influencers, advertisements or social media platforms present misleading or harmful information as well as the risks of following unverified advice online, including in relation to health, relationships, and financial decisions.
- Countering bullying, harmful gender stereotypes, and negative online behaviours such as misogyny.
- Understanding privacy, consent, online risks (including image sharing), and where to seek help.

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff and outside agencies such as: the Police, Fire Brigade, school nursing team and other invited professionals, such as health professionals from King College Hospital Trust (Dental Hygiene)

Children will sometimes ask questions about relationships that go beyond what is set out in the curriculum. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the Relationships Education policy and the Bridges Federation scheme of work, which closely follows the DFE guidance (see below).

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE (including the updated statutory guidance - July 2025) is set out below. Some themes will recur throughout the school, while others will be taught in the most appropriate years.

FAMILIES AND PEOPLE WHO CARE FOR ME

- Understanding different family types, respect, stability and support.
- The characteristics of healthy family life, including commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up.
- that marriage15 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

CARING FRIENDSHIPS

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- to recognise online friendships
- that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it.
- the characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- To understand loneliness
- how to recognise relationships that are less positive
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - to understand loneliness
- 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 who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to handle these situations, and how to seek help or advice from others, if needed - build resilience

RESPECTFUL RELATIONSHIPS

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

- what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge stereotypes and misogyny
- the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.

ONLINE RELATIONSHIPS

- that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do, or shouldn't do.
- that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content including deepfakes (AI), gambling risks, harmful influencers and online scams and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery).
- about online risks, including that any material someone provides to another has the potential to be circulated online 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 there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery.
- who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education.

BEING SAFE

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on.
- about 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.
- understand the importance of not sharing naked or private photos
- understand that any image shared online can be misused or cause harm

- learn about the risks of accidentally or deliberately encountering harmful sexual content online, including exposure to inappropriate images or pop-ups
- understand how to seek help if they come across upsetting material.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

ROLES AND RESPONSIBILITIES

1 The governing body

The governing body will approve the Relationships education policy, and hold the Leadership Team to account for its implementation.

2 The Leadership Team

The Leadership Team is responsible for ensuring that Relationships Education is taught consistently across the school.

3 Staff

Staff are responsible for:

- Delivering Relationships education in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils

4 Pupils

Pupils are expected to engage fully in Relationships education lessons and treat others with respect and sensitivity.

PARENTS' RIGHT TO WITHDRAW THEIR CHILDREN FROM LESSONS

Primary schools are required to teach the elements of Relationship education contained in the science curriculum, such as life cycles, puberty and changing adolescent bodies, and there continues to be no right to withdraw from these lessons. There is no right to withdraw from Relationships education. Parents do have the right to withdraw their child from sex education.

In line with statutory guidance, the school ensures full transparency by making all Relationships and Health Education curriculum resources available to parents and carers on request.

TRAINING

Staff are trained on the delivery of Relationships Education as part of their induction and it is included in our continuing professional development calendar.

The Subject leaders in partnership with the curriculum leads and inclusion managers across the Bridges Federation will also invite visitors from outside the school, such as health professionals, to provide support and training to staff. The sessions delivered by outside visitors will be consistent with our policy on Relationships Education.

MONITORING ARRANGEMENTS

The delivery of Relationships Education is monitored by subject leaders, Curriculum leaders, and Inclusion managers across the Bridges Federation through book looks, learning walks, and pupil interviews.

Class teachers, as part of our internal assessment framework, will monitor pupils' development in Relationships Education.

Subject Leaders and Curriculum Leads will review this policy on an annual basis. At every review, the policy will be scrutinised and ratified by the governing board.

Last reviewed: July 2026

Next review due: July 2027