MERRYLANDS
PRIMARY SCHOOL AND NURSERY

Merrylands Primary and Nursery School Personal, Social and Health Education Policy (including Relationships and Sex Education)

What does Personal, Social, Health and Economic (PSHE) education including Healthy Relationships and Sex Education look like at Merrylands Primary School?

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future. The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Our scheme of work is based on a half termly thematic approach, built around a spiral curriculum of recurring themes, designed to:

*Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;

*Encourage and support the development of social skills and social awareness;

*Enable pupils to make sense of their own personal and social experiences;

*Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;

*Enable effective interpersonal relationships and develop a caring attitude towards others;

*Encourage a caring attitude towards and responsibility for the environment;

*Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;

*Understand how society works and the laws, rights and responsibilities involved. We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners

Legal requirements of schools:

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the change's adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. Health Education is also statutory in all schools. At Merrylands Primary School we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

How PSHE education, including Relationships Education, is provided and who is responsible for this at Merrylands Primary School:

At Merrylands Primary school we have created our own scheme of work for PSHE which covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education. The PSHE Association's Programme of Study's recommended learning opportunities provide a good foundation for our school's scheme of work.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Pupils are also consulted as part of our planning, to ensure pupil voice in considered and fed into the planned programme.

Our PSHE subject lead works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources including guidance documents and teacher training films.

Class teachers follow the six half termly units each year. Lessons are taught weekly. The schemes of work list the specific knowledge goals for each lesson and provide ideas for how to teach the lessons.

We use the PSHE Association and other resources to deliver PSHE in a way that allows us to tailor the curriculum to meet the specific needs of our students. Our lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the PSHE scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. After each unit of

work, assessments are carried out by the class teacher and reviewed by the PSHE lead to identify any children who may require additional support in specific areas of PSHE.

What is being taught in Nursery and Reception Years at Merrylands Primary School:

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

What is being taught at KS1 and KS2 at Merrylands Primary School:

Our schemes of work are divided into 6 themed units:

(See appendix 1 for a detailed overview)

1. **Me and My Relationships:** *similarities and difference, what makes a good friend, how can we be a good friend, how do we treat each other with respect, what changes with independency and how can we communicate safely including online.*

2. **Me and My Relationships:** *what is special to us, what is bullying, what are families like, what strengths, skills and interests do we have, how do friendships change, what makes up a person's identity.*

3. **Keeping Safe:** *who helps us to stay safe, what helps us to stay safe, how can we manage risk in different places, what are the risks to some drugs, how can we help in an accident or an emergency, how can we keep ourselves safe on different types of media*

4. **Working Together:** *How can we look after each other, what can I contribute to school, home and within the local environment, what makes a community, how can choices make a difference to others and the environment, how can the choices we make have an impact on the wider world, how can I make a difference to the wider world.*

5. **Money, Money, Money….:** *what can we do with money, what jobs do people do and why, what is the difference between needs and wants, what decisions can we make about money, how important is money, how is money used to benefit the community and the wider world*

6. **Healthy Changes including HRSE:** *what helps us to stay healthy, what helps us to grow and stay healthy, what does health and well-being mean, how will we grow and change, what changes as we grow older, what changes will I experience in the years to come. HRSE: Puberty, conception and birth*

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

How PSHE education, including Relationships Education, is taught at Merrylands Primary School:

PSHE lessons are taught by their class teacher or HLTA once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. We also hold Children's Mental Health Week to explore what good mental health looks like and how we can maintain it and we also participate in Anti-Bullying Week, during which children engage in a variety of activities.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes clear rules for discussions. The teachers will also use a range of strategies, including the use of anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for

further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. Regular pupil voice led by the PSHE lead encourages children to reflect personally on their learning. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

How is the delivery of the content made accessible to all pupils at Merrylands Primary School:

All pupils have access to and are fully included in PSHE and HRSE lessons

Lesson content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (One Plans).

Lessons are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the knowledge goals.

Our school ensures that the Healthy Relationships and Sex Education (HRSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to HRSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education. Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Parental concerns and withdrawal of pupils at Merrylands Primary School:

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with the PSHE lead or class teacher.

Before granting a request to withdraw a child/ren, the PSHE lead will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The PSHE lead will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

Policy date: 7th January 2026

This policy will be reviewed on 7th January 2027

PSHE Lead: Mrs C Christie

Appendix 1: Curriculum map

Relationships and health education (including sex education) curriculum map

There is always flexibility in our curriculum, but below is an overview of our general coverage across KS1&2. This includes all the statutory content. Resources vary from year to year depending on availability of online resources, but you are welcome to view resources for any topic, by request. There is a physical, emotional, and mental health scheme of work which is in addition to the PSHE scheme these objectives can be taught during mindfulness sessions which run daily.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1 Autumn 2	**Me and My Relationships: What is the same but different about us?** *ourselves and others; similarities and differences; individuality; our bodies **Me and My Relationships: Who is special to us?** *ourselves and others; people who care for us; groups we belong to; families
	Spring 1 Spring 2	**Health and Wellbeing Keeping safe-Who helps us keep safe?** *keeping safe; people who help us **Living in the wider world: Working together- How can we look after each other and the world?** *Ourselves and others; the world around us; growing and changing
	Summer 1 Summer 2	**Living in the wider world: Money, money, money… What can we do with money?** *Money; making choices; needs and wants **Health and Well-being: Healthy Changes-What helps us stay healthy?** *being healthy; hygiene; medicines; people who help us with health

Year 2	Autumn 1 Autumn 2	**Me and My Relationships: What makes a good friend?** *friendship; feeling lonely; managing arguments **Me and My Relationships: What is bullying?** *behaviour; bullying; words and actions; respect for others
	Spring 1 Spring 2	**Health and Well-being: Keeping safe-What helps us to stay safe?** *keeping safe, recognising risk; rules **Living in the wider world: Working together-What can I do to contribute to school, home and the local environment?** *rights and responsibilities; caring for others; needs; looking after the environment

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 1 Summer 2	**Living in the wider world: Money, money, money-What jobs do people do and why?** *people and jobs; money; role of the internet **Health and wellbeing: Healthy changes-What can help us grow and stay healthy?** *being healthy; eating, drinking, playing, and sleeping
Year 3	Autumn 1 Autumn 2	**Me and my relationships: How can we be a good friend?** *friendship; making positive friendships; managing loneliness; dealing with arguments **Me and my relationships: What are families like?** *families; family life; caring for each other
	Spring 1 Spring 2	**Keeping safe: Health and wellbing-What keeps us safe?** *keeping safe at home and at school; our bodies; hygiene; medicines and household products **Living in the wider world: Working together-What makes a community?** *community; belonging to groups; similarities and differences; respect for others
	Summer 1	**Living in the wider world: Money, money, money-What are needs and wants?** What money is?, needs and wants; looking after money **Health and wellbeing: Healthy Changes-What does health and wellbeing mean?** *being healthy; keeping active; taking rest

Year 4	Autumn 1 Autumn 2	**Me and my relationships-How do we treat each other with respect?** *respect for self and others; courteous behaviour; safety; human rights **Me and my relationships-What strengths and skills do we have and how can we manage our feelings?** *self-esteem; self-worth; personal qualities; goal setting, managing set backs; feelings and emotions; expression of feelings; behaviour
	Spring 1 Spring 2	**Health and wellbeing: Keeping safe-How can we manage risk in different places?** *keeping safe; out and about; recognising and managing risk **Living in the wider world: Working together- How can our choices make a difference to others and the environment?** *caring for others; the environment; people and animals; shared responsibilities; making choices and decisions
	Summer 1 Summer 2	**Living in the wider world: Money, money, money-What decisions can people make about money?** *making decisions about money; using and keeping money safe **Health and wellbeing: Healthy changes-How will we grow and change?** *growing and changing; puberty

Year 5	Autumn 1 Autumn 2	**Me and My relationships-How can friends communicate safely?** *friendships; relationships; becoming independent; online safety **Me and my relationships-What is personal identity?** *identity; personal attributes and qualities; similarities and differences; individuality; sterotypes
	Spring 1 Spring 2	**Health and Wellbeing: How can drugs affect health?** *drugs, alcohol and tobacco; healthy habits **Living in the wider world: working together-How can we help in an accident or emergency?** *basic first aid, accidents, dealing with emergencies
	Summer 1 Summer 2	**Living in the wider world: working together- How important is money?** *money contributions to society, debt, credit, fair trade, global environment **Health and wellbeing: Healthy changes-What changes will happen as we get older?** *physical and emotional changes during puberty; respecting others feelings; hygiene, physical and emotional well-being
Year 6	Autumn 1 Autumn 2	**Me and my relationships-What is respect?** *expressing opinions and respecting others points of view, including discussing topical issues **Me and my relationships-What is a healthy relationship?** *safe relationships; recognising and managing pressure; consent in different situations
	Spring 1 Spring 2	**Health and wellbeing: Keeping safe-What does keeping safe mean?** *evaluating media sources; sharing things online **Living in the wider world: working together-What does valuing diversity mean?** *valuing diversity; challenging discrimination and sterotypes
	Summer 1 Summer 2	**Living in the wider world: Money, money, money-What is financial risk?** *influences and attitudes to money, money, and financial risks **Health and wellbeing: Healthy changes-What does healthy changes mean?** *attraction to others; romantic relationships; civil partnerships and marriage; increasing independence; managing transitions; human reproduction and birth;