



# **Codicote School Policy for PSHE & RSE**

This policy was written by the staff in July 2019, in light of new curriculum requirements. It was approved by the Governors and consultations took place with parents. It was implemented from September 2019 and reviewed annually, in line with National guidance and statutory requirements. It was most recently reviewed in May 2023.

Relationships and Health education is statutory in all primary schools in England. In line with government guidance, it is recommended that age-appropriate sex education is also taught in all primary schools.

## **Definition of RSE**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

It is about enabling children to make and maintain healthy relationships with others, to understand issues around gender and to feel good about themselves and the choices they make. It also covers learning about growing up, changes and reproduction.

## **Context**

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of sex and relationship education (SRE) within the broad education offered at Codicote Church of England Primary School. SRE is firmly rooted in our school's core values and is also delivered as part of other curriculum areas such as Science.

This policy links with other school policies such as the citizenship policy, anti-bullying policy, equality policy, child protection policy (including E-safety), drugs education policy, science policy, confidentiality policy and health and safety policy. Sex and relationship education is lifelong learning about how we change as we grow, sexual relationships, sexuality, emotions, sex and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower children and young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect.

## **Laws of the country & Consent**

### **This policy has been written with consideration of the following Laws of the country.**

How does the law define 'consent'? The Sexual Offences Act 2003 states that a person has consented 'if she or he agrees by choice, and has the freedom and capacity to make that choice'. There are three important parts to this. Firstly, there is the emphasis on choice – a deliberate, active decision; secondly, there is the question of capacity to consent: is the person old enough, are they capable of understanding what is happening, are they intoxicated by alcohol or affected by drugs, do they have a mental health problem or learning difficulties, and are they conscious? Finally the law asks whether a person makes their choice freely, that is to say without manipulation, exploitation or duress. This may include the use or threat of force, or may be more subtle, to do with whether the person seeking consent is in a position of power or authority, or is significantly older than the other person.

The Sexual Offences Act (2003) is clear that the legal age of consent is 16, it states that a child 12 and under is unable to consent to sex and all such cases MUST be referred onto the safeguarding lead for your school.

safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

Sharing sexually explicit images without consent It is both a gross violation and a very serious offence to take or share sexual images of another, without their consent. Depending on the circumstances, sharing such images can be an offence under various different pieces of legislation including the Sexual Offences Act (2003), Malicious Communications Act (1988), Obscene Publications Act (1959) and the Protection of Children Act (1978). If the victim is under 18, it could also lead to the perpetrator being subject to the notification requirements under Part 2 of the Sexual Offences Act 2003, commonly referred to as the Sex Offender Register. Pupils should also learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it’s a picture of themselves. These laws have been created to protect children and young people.

Equality Act 2010

The Children’s Act 2004

SEND Code of Practice

Malicious Communications Act

Sexual assault law

Privacy Law

Cyberbullying Law

“Children have the right to be protected from conflict, cruelty, exploitation and neglect.”

## **Aims and objectives**

RSE Education at our school aims to:

- Provide information which is relevant and appropriate to the age and maturity of the children.
- Develop children’s knowledge and understanding of healthy and positive relationships
- Develop children’s knowledge of human physical development, issues around gender and reproduction
- Provide a forum for children to discuss their own questions and ideas within a safe environment. This includes offering opportunities for children to clarify issues, obtain correct information and reach balanced views.
- Support children in developing positive self-esteem and resilience
- Help children to understand issues around equality as part of British values

In addition, it aims to develop positive:

- Attitudes and values through the discussion of moral considerations and dilemmas, promoting the value of family life, marriage, stable and loving relationships and the values of respect, care, love, forgiveness and trust.
- Personal and social skills by improving communication skills, developing children’s ability to manage their emotions, providing opportunities to develop self-respect and empathy for others, and considering how to make healthy and safe choices and understand the consequences of those choices.

## **Teaching of RSE**

The above objectives are achieved through a whole school approach, this includes

- Involving parents and carers. Parents will be informed of the content of the RSE lessons.
- Staff are given appropriate training and support

- Ensuring pupils are listened to and generating an atmosphere where questions about gender and reproduction can be asked and answered simply and truthfully without fear or embarrassment.
- Ensuring that everything takes place within an equal opportunities framework that reflect British values
- As part of RSE children are taught about the nature and importance of family life in bringing up children. Pupils learn the significance of marriage and committed relationships and the value of a stable, loving relationship.
- We are mindful that different models of family life are the experience of some children, therefore, care is taken that there is no stigmatisation of children based on their home circumstances.
- Teachers always set ground rules before teaching RSE, eg: no one will have to answer a personal question, no one will be forced to join in a discussion, no one will be laughed at, only the correct names for body parts will be used and meaningful words will be explained in a sensible and factual way.

## **The role of parents**

The school is well aware that the primary role in children’s RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the schools RSE policy and practice.
- Answer any questions that parents may have about the RSE for their child.
- Parents and carers are informed about the content of our programme of RSE and when it is to take place. They are invited to discuss any issues / questions they may have with the Headteacher and look at the resources that the school uses. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Further details are included in the section: ‘*Withdrawal from RSE lessons*’.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

## **Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers June 2019**

According to the statutory guidance p20-22 RSE must include:

By the end of primary school:

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| Families and people who care for me | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, 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.</li> <li>• 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.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two</li> </ul> |
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|                          | <p>people to each other which is intended to be lifelong.</p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>  |
| Caring friendships       | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>   |
| Respectful relationships | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| Online relationships     | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>   |
| Being safe               | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any</li> </ul>  |

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|  | <p>adult.</p> <ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> |
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## **Confidentiality**

RSE lessons are taught in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take this matter seriously and it will be dealt with as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teachers will draw their concerns to the attention of the Headteacher, the Designated Child Protection officer, who will then follow the School Child Protection procedures.

## **Pupil Learning Outcomes**

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **Curriculum Content PSHE (which includes Relationships and Sex Education)**

This is taught weekly through a planned programme of work. We also teach RSE through the statutory science curriculum. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

RSE is taught from EYFS to Year 6 at a level appropriate to the needs and maturity of the pupils. We also ensure that the same messages about being safe on-line are taught through RSE as in computing lessons.

Other resources used by the school to support teaching of PSHE include the Jigsaw programme and other key resources.

The programme covers all areas of PSHE for the primary phase, as the table below shows:

| <b>Themes</b>        | <b>Content</b>   |
|----------------------|--|
| Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters) |

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| Celebrating Difference  | Includes anti-bullying (cyber and homophobic bullying included) and diversity work                              |
| Dreams and Goals  | Includes goal-setting, aspirations, working together to design and organise fund-raising events                 |
| Healthy Me  | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices           |
| Relationships   | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Changing Me   | Includes Relationships and Sex Education in the context of looking at change                                    |
| Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through Theme teaching. We also aim to cover aspects of PSHE through special theme days and weeks e.g. Healthy Living week. |   |

## **Learning and Teaching**

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Inclusivity is part of our philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Weekly Jigsaw learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. In KS1 and KS2. PSHE lessons are part of the weekly time-table. Learning opportunities also occur in other subjects to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship.

Where possible as a school we try to develop our PSHE ethos to many aspects of school life. "Respect for each other" is one of our school rules. Love, Forgiveness and Trust are our core values. We aim to put this into practice by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PSHE links. Our school council is very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life. The school is actively involved in the Eco schools, Green Flag award achieving a bronze, then a silver award. We were awarded our first green flag in 2011, going onto achieve two more in 2014, 2017 and 2019. We are currently working towards the next award.

## **Parental and Community Involvement**

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter.

Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement.

We have a close relationship with St. Giles Church, Codicote and the vicar regularly leads worship in the school; we also attend services as a whole school at the church. We involve outside agencies, including NSPCC, School Liaison Police Officer, health advisors, e-safety advisors, road safety advisor service, to deliver aspects of the PSHE curriculum where possible.

Relationships and Sex Education (RSE) is taught in the summer term.

Sex education is taught in year 6 in the Summer term.

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Due to our status as a Church of England school, we will teach within a framework of Christian values. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the St. Albans Diocese Board.) Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

### **Jigsaw RSE Content**

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' theme.

| <b>Year Group</b> | <b>Learning Intentions 'Pupils will be able to...'</b>  |
|-------------------|---|
| 1                 | Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.<br>Respect my body and understand which parts are private.  |
| 2                 | Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.<br>Tell you what I like/don't like about being a boy/girl. |

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| 3 | <p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.<br/>Express how I feel when I see babies or baby animals.</p> <p>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.<br/>Express how I might feel if I had a new baby in my family.</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.<br/>Identify how boys' and girls' bodies change on the outside during this growing up process.<br/>Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.<br/>Recognise how I feel about these changes happening to me and how to cope with these feelings.</p> |
| 4 | <p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.<br/>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.<br/>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>   |
| 5 | <p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>Describe how boys' and girls' bodies change during puberty.<br/>Express how I feel about the changes that will happen to me during puberty.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.<br/>Understand that sometimes people need IVF to help them have a baby.<br/>Appreciate how amazing it is that human bodies can reproduce in these ways.</p>   |
| 6 | <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.<br/>Express how I feel about the changes that will happen to me during puberty</p> <p>Ask the questions I need answered about changes during puberty.<br/>Reflect on how I feel about asking the questions and about the answers I receive.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.<br/>Recognise how I feel when I reflect on the development and birth of a baby.</p>   |

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| Understand how being physically attracted to someone changes the nature of the relationship.<br>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. |
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The Church of England Guidelines state that RSE should be based on the following principles and is something that we will adhere to within the teaching and learning of RSE at Codicote C of E Primary School.

- Children should learn the importance of marriage, family and committed relationships as key building blocks of community and society.
- RSE includes learning about physical and emotional development.
- RSE is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be taught to have respect for their own and others peoples' bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected.
- Children need to learn the importance of protecting themselves and of self-control.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

As detailed in the Statutory Guidance for RSHE and Health Education, page 15 we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

All teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach the children about LGBT, the content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. This is usually within the context of different types of families, and is addressed, at an age appropriate level.

### **Withdrawal from RSE Lessons**

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Parents do not have the right to withdraw pupils from relationships education.

The statutory Science curriculum includes:

- Labelling body parts
- Using correct names and vocabulary for sexual organs
- Puberty
- Contextualising puberty

- Life cycles
- Sexual / asexual reproduction
- The human life cycle
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It is statutory for school to teach: Changing adolescent body. This includes teaching on:

The key facts about puberty and the changing adolescent body, including physical and emotional changes. Menstrual wellbeing including the key facts about the menstrual cycle.

Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE 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 that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.

For early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

### **Monitoring and Evaluation**

The PSHE subject leader will monitor delivery of PSHE through observation and discussions with teaching staff to ensure consistent and coherent curriculum provision. Evaluations will be based on:

Pupil and teacher evaluation of the content and learning processes

Impact on the knowledge, skills and understanding of the children.

### **Links with other policies**

We recognise the clear link between PSHE and citizenship and the following policies, staff are aware of the need to refer to these policies when appropriate

- Behaviour policy
- Equality policy
- Accessibility policy
- E-Safety policy
- Intimate care policy
- RE policy
- Child protection policy
- SEND policy
- Teaching and learning policy