



MOSAIC
LEARNING TRUST
Raising Aspirations,
Empowering Futures

PSHE POLICY INCLUDING HEALTH AND RELATIONSHIP EDUCATION



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1. Aims

At Golborne Community Primary School, PSHE is taught through a structured, timetabled programme from Year 1 to Year 6, fully aligned with our bespoke curriculum.

Our PSHE curriculum complements the Computing curriculum's *Digital Literacy* strand, reinforcing pupils' understanding of online safety, wellbeing, and digital awareness. While Computing takes a technical and practical approach, PSHE revisits these topics from a personal, emotional, and relational perspective, enabling pupils to deepen their understanding as they mature.

The aims of PSHE at our school are to help pupils:

- Gain the knowledge and skills needed to make safe and informed decisions
- Understand how to maintain healthy, active lifestyles
- Positively contribute to school life and the wider community
- Develop an understanding of democracy and how to voice their views responsibly

2. Statutory Requirements

PSHE is a non-statutory subject. However, schools are required to teach **Relationships Education** and **Health Education** under the Children and Social Work Act 2017 and in line with statutory guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>.

Sex education is **not compulsory in primary schools** and at Golborne Community Primary School we have chosen **not to teach sex education** beyond the statutory requirements of the Science National Curriculum.

For a detailed overview of our statutory curriculum coverage, see **Appendix 2**.

3. Curriculum and Delivery

3.1. PSHE Curriculum Intent

In our PSHE curriculum we strive to create opportunities to develop the knowledge, skills and attributes that children need to manage many of the critical opportunities, challenges and responsibilities they will face in life as they grow, through supporting their moral, cultural, mental and physical development.

During Key Stages 1 and 2, PSHE offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase.

It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Key Stage 1: Pupils learn about family relationships, friendships, personal safety (including online), hygiene, and the life cycle of humans and animals.

Key Stage 2: Pupils develop further understanding of puberty, reproduction in humans and animals (through Science), healthy relationships, and strategies for managing peer pressure.

Early Years Foundation Stage (EYFS): Pupils follow the *Development Matters* framework, focusing on self-regulation, independence, resilience, hygiene, healthy food choices, cooperation, and friendships.

Relationships and Sex Education (RSE):

We do not teach sex education beyond statutory Science content.

In Science, pupils learn about external body parts, human growth, reproduction in animals, puberty, and life cycles.

In PSHE, Year 6 pupils are taught about puberty and menstruation.

Parents are consulted regarding RSE content (see **Appendix 5**).

Transition work is undertaken with local secondary schools to support emotional and physical development.

Health Education:

Pupils learn about physical and mental wellbeing, healthy lifestyles, safety (including online), and resilience.

See **Appendix 3** for our curriculum overview.

3.2. How We Teach It

- Children have a weekly PSHE lesson.
- PSHE floorbooks are used across school to record children's learning.
- PSHE is reinforced through wider curriculum opportunities and enrichment activities (see our Curriculum Trips and Experiences overview).
- PSHE lessons are adapted to meet the needs of all pupils, including those with SEND, and are responsive to events within the school, the local community and the wider world.
- Staff deliver PSHE sensitively and without imposing personal beliefs.
- Progress is assessed through teacher judgements (tasks, discussions, observations) – see **Appendix 4**.
- End of year reports to parents/carers include information on pupils' progress in PSHE.

4. Roles and Responsibilities

4.1. **Governing Board:** Holds the headteacher to account for policy implementation

4.2. **Headteacher:** Ensures PSHE is taught consistently, supported by the PSHE Lead (Mrs. Mychalczuk-Gaskell) and Curriculum Co-ordinator (Mrs. Munro)

4.3. **Staff:** Deliver PSHE lessons, model positive attitudes, monitor progress, and respond to pupils' individual needs

4.4. **Pupils:** Engage fully in PSHE lessons and show respect and sensitivity during discussions

5. Monitoring Arrangements

The PSHE Lead (Mrs. Mychalczuk-Gaskell) and Curriculum Co-ordinator (Mrs. Munro) are responsible for monitoring delivery and impact.

This includes:

- Lesson observations
- Planning scrutiny
- Floorbook sampling
- Pupil and staff voice

Parents/carers have been fully consulted on our PSHE/HRE curriculum (see **Appendix 5**). Additional government guidance is shared with parents (**Appendix 3**).

This policy will be reviewed annually.

Reviewed: September 2025

Reviewed by: Mrs Mychalczuk-Gaskell (PSHE and Personal Development Leader)

Next review: September 2026

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Statutory Guidance (DfE July 2025) Codes

Relationships Education	
Families and People Who Care For Me	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.
Respectful Kind Relationships	<ol style="list-style-type: none"> 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.
Online Safety and Awareness	<ol style="list-style-type: none"> 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 where 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	<ol style="list-style-type: none"> 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 and unsafe contact, including physical contact.

	<ol style="list-style-type: none"> 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.
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Health and Well-being	
General Wellbeing	<ol style="list-style-type: none"> The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. 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 in mood, 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.
Wellbeing Online	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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).
Drugs, Alcohol, Tobacco and Vaping	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

	6. 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	<ol style="list-style-type: none"> 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	<ol style="list-style-type: none"> 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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 3

Overview of Termly Units	
School Nursery	<p>Autumn Term During this unit, pupils will learn to stay happy when saying goodbye to their parent/carer. They will also learn to wash their hands independently, wipe their nose and dispose of the tissue properly, ask a grown-up for help if they feel sick, hurt or upset, go to the toilet with little or no help and flush, and put on and take off their coat and shoes with some help.</p>
	<p>Spring Term During this unit, pupils will learn to play alongside and join in games with other children. They will also learn to take turns and share toys, and to know and use simple feeling words (e.g. happy sad worried).</p>
	<p>Summer Term During this unit, pupils will learn to carry and look after their own belongings. They will also learn to know and follow simple rules like "walking feet" and "kind hands".</p>
Reception	<p>Autumn Term During this unit, pupils will learn to follow simple classroom rules (e.g. kind hands, walking feet, tidy-up time). They will also learn to take turns and share with others, use kind words like "please" and "thank you," say how they feel using words like happy, sad, angry or worried, ask an adult for help when needed, try to do things by themselves, stay clean and stop germs spreading, brush their teeth and know why it's important, help look after their things and help with small classroom jobs and talk about good and not-so-good choices.</p>
	<p>Spring Term During this unit, pupils will learn which parts of their body are private and that they can say "no." They will also celebrate their friends by saying "well done" or kind words, say why they feel a certain way, use calming techniques when upset or angry, keep trying even when something is a challenge, understand why rules help keep them safe and happy, notice how someone else might be feeling and know who helps in their community and what they do.</p>
	<p>Summer Term During this unit, pupils will learn to work as part of a team and help their friends. They will also learn how to stay safe near roads, understand why sleep helps them feel good and grow strong, know when they've had enough screen time, name healthy foods and know what's good for their body, and move their body every day to keep strong and healthy.</p>
Year 1	<p>Autumn Term During this unit, pupils will learn to name and recognise different emotions that we may feel. They will also learn that some emotions can feel stronger than others at different times, what makes a good friend and how to be kind and respectful to others.</p>
	<p>Spring Term During this unit, pupils will learn to understand how germs spread and why washing hands is important. They will also learn why moving our bodies helps us stay healthy and ways we can do this, that a person's body belongs to them and is private and the difference between safe and unsafe touch.</p>
	<p>Summer Term During this unit, pupils will learn to understand what food is healthy. They will also learn why it's good to spend time offline, how to spot dangers on roads and how to get help in an emergency and the number to call.</p>
Year 2	<p>Autumn Term During this unit, pupils will learn that families are important and can look different. They will also learn to respect everyone's personal boundaries, understand what privacy is and when it is right to share a secret and understand the difference between bullying and unkind behaviour.</p>
	<p>Spring Term During this unit, pupils will learn how playing and being active outside helps their body and mind feel good. They will also learn how too much screen time can affect the body and mind, understand the risks of unknown adults and recognise when a friendship is making them feel unhappy or uncomfortable.</p>
	<p>Summer Term During this unit, pupils will learn why drinking water is important. They will also learn why brushing their teeth keeps them clean and healthy, how to protect their skin from the sun and how to help if someone has a cut or graze.</p>
Year 3	<p>Autumn Term During this unit, pupils will learn to respect all types of families and their differences. They will also learn that consent means giving permission, identify the different types of bullying and understand that it's okay to not feel okay sometimes.</p>
	<p>Spring Term During this unit, pupils will learn how to manage negative emotions (e.g. disappointment and frustration). They will also learn to manage conflict with kindness and respect, understand minimum age limits for social media sites and games and recognise safe and unsafe relationships online.</p>
	<p>Summer Term During this unit, pupils will learn to notice early signs of illness. They will also learn how to plan a healthy meal, how to stay safe near railways and how to help if someone gets a burn.</p>
Year 4	<p>Autumn Term During this unit, pupils will learn how to stay safe around fire. They will also learn the risks of being inactive, how vaccinations are important to stop germs from spreading and how to help if someone has a head injury.</p>
	<p>Spring Term During this unit, pupils will learn that everyone has their own identity made up of different qualities and interests. They will also learn that what we see on social media can affect how we feel about ourselves, understand the impact of bullying and recognise what self-esteem is and how to build a positive sense of self.</p>
	<p>Summer Term During this unit, pupils will learn the characteristics of a safe and happy family life. They will also learn the difference between being assertive and controlling, what peer pressure is and what it looks like and understand bereavement and the emotion grief.</p>
Year 5	<p>Autumn Term During this unit, pupils will learn to recognise when family relationships are unsafe. They will also learn how to express their boundaries and speak up if someone crosses them, how to seek help when concerned about violence or harm and the responsibilities of bystanders during bullying.</p>
	<p>Spring Term During this unit, pupils will learn the dangers of sharing any information about themselves online. They will also learn the importance of privacy and location settings to protect their information, how online information can be targeted and understand online addiction.</p>
	<p>Summer Term During this unit, pupils will learn why good sleep is important and how to build a healthy bedtime routine. They will also learn what nutrition labels tell us and what calories mean, how to stay safe near water and when and how to safely place someone in the recovery position.</p>
Year 6	<p>Autumn Term During this unit, pupils will learn that marriage and civil partnerships represent a legal commitment. They will also learn that material posted online may be circulated and cannot be deleted from everywhere, that anything we share stays online and how to report concerns about something seen online or experienced in real life.</p>
	<p>Spring Term During this unit, pupils will learn that everyone has the right to be treated fairly. They will also learn to challenge stereotypes, manage and resist peer pressure and know that information and images online can be false or misleading.</p>
	<p>Summer Term During this unit, pupils will learn the facts and risks about drugs, alcohol, tobacco and vaping. They will also learn how personal hygiene is important during puberty, what happens during menstruation and when and how to safely perform CPR.</p>

Assessment of PSHE

- **Working Towards:** Fewer than 60% of key objectives secure at the termly checkpoints using the assessment checklists. Limited recall of the essential knowledge from the planning overviews – this will be evident through pupil voice and observation of pupils.
- **Expected Standard:** 60–80% secure of key objectives secure at the termly checkpoints using the assessment checklists. Can confidently recall the vast majority of the essential knowledge from the planning overviews – this will be evident through pupil voice, observation of pupils and application of knowledge in real-life situations.
- **Greater Depth:** 80%+ secure of key objectives secure at the termly checkpoints using the assessment checklists **and** consistently demonstrates application of knowledge in real-life situations.



GOLBORNE COMMUNITY PRIMARY SCHOOL

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Headteacher: Mr. A Hunt BA (Hons) NPQH NPQEL

Thursday 11th September 2025.

Dear parents/carers,

PSHE/HRE Curriculum in Year 5 and Year 6

What do we teach and why?

Relationships Education and Health Education are compulsory in all primary schools.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At our school, the statutory content is delivered through a structured, timetabled PSHE programme from Year 1 to Year 6, aligned with our bespoke school curriculum.

Sex education is not compulsory in primary schools and at Golborne Community Primary School we have chosen not to teach 'sex education' to our pupils.

Through the Year 5 Science National Curriculum, our pupils still learn subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction process in some plants and animals. In addition, during Summer Term, our Year 6 pupils are taught about puberty changes and the menstruation cycle as part of our PSHE curriculum.

We have decided that there is no requirement for us to cover any additional content on 'sex education' to meet the needs of our pupils – this decision is continually reviewed. In addition, we work closely with our high school to ensure the transition phase supports pupils' ongoing emotional and physical development effectively

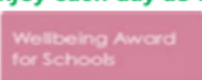
Year 6 will be taught this topic in the Summer term of 2026, the boys and the girls will be taught separately at times, when covering certain aspects, but all curriculum coverage will be covered. If you have any questions, please speak to a member of the Upper Key Stage 2 team or Mrs Mychalczuk - Gaskell.

Yours sincerely,

Mrs Mychalczuk- Gaskell
PSHE leader
Safeguarding and Personal Development Leader
Senior Middle Leader



'Enjoy each day as we learn along the way'



Ambition - Mutual Respect - Democracy - Individual Liberty - Tolerance - Rule of Law