



## **PSHE and RSE Policy**

Statutory from Summer Term 2024

Review timescale: Summer Term 2025

**“If you listen to me you will know right, just and fair. You will know what to do. You will become wise and your knowledge will give you pleasure.”**

**Proverbs 10:9-10**

### **Vision**

At St. Peter's we believe that all our children 'Love, Live and Learn with Jesus'. This means that we need to teach our children the skills and values to live their lives in a Christian way.

Jesus said, '**I have come that they may have life in all its fullness**' John 10:10. We strive for life in all its fullness, for all our children, staff and school community. We endeavour to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

### **What is PSHE (Personal, Social, Health Education)?**

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes children need to thrive as individuals, family members and members of society.

### **What is RSHE (Relationships, Sex, Health Education)?**

The Department for Education (DfE) announced that Relationship and Health Education is compulsory for primary aged children from September 2020. Sex education remains non-statutory.

Health Education includes learning about the 'changing adolescent body' to equip children to understand and cope with puberty. The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction (including puberty) in some plants and animals.

Relationships Education, Health Education and Science are compulsory subjects and parents/carers do not have the right to withdraw their children from these subjects. We will inform parents when these topics are being taught so that they can support their children with this learning at home.

The DfE guidance states sex education is not compulsory in Primary schools. As a primary school, we will deliver additional content on sex education to meet the needs of our pupils which includes 'conception' and 'human reproduction'. We will inform parents by letter when these topics are being taught and parent/carers do have the right to request their child is withdrawn from these specific lessons.

Before we teach children about the changing body or Sex Education, we always notify parents. This enables parents to support their children at home, ask staff any questions they may have and see the learning material.

### **Intent**

The Relationship, Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England. At St. Peter's, we want to support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and support them in becoming confident individuals and active members of society. We believe that secure and healthy relationships are the fundamental stepping stone to happy, secure children. Our school focuses on the importance of relationships and the qualities needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship within our RSE curriculum. We believe that each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

We teach the content of the national curriculum in Key Stages 1 and 2. From September 2020, the Department for Education stated that it will be statutory for all pupils in primary schools to receive Relationships Education. As a school, we teach these fundamental skills through our PSHE lessons. There are elements of sex education that are required, so that our children understand the biology of their bodies and biological changes that happen as we grow through Key Stage 2.

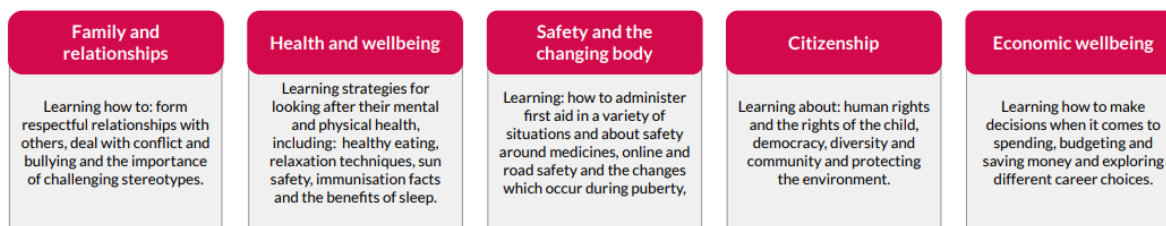
Our aims are to equip our pupils with a healthy approach to life, built from solid foundations. The overview of our approach follows the following themes:

#### **EYFS:**

- Self-regulation
- Building relationships
- Managing self

#### **Key stage 1 and 2**

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing



The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework and safe environment in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Promote healthy wellbeing and mental health.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children in accordance with the Equality Act 2010. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### Implementation

The lesson objectives have been mapped against the statutory objectives of the Relationships and Health Education curriculum. See PSHE and RSE Long Term Plan on our school website.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

Primary sex education will focus on subjects such as puberty, the changing adolescent body, physical and emotional changes as well as menstruation. These will be taught from Year 4 onwards in an age appropriate and sensitive manner. We expect children to use age appropriate and scientific language during class discussion, so there is no ambiguity in discussions.

Delivery of PHSE and RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. RSE is taught primarily within what is known as the personal, social, health and economic (PSHE) education curriculum.

RSE covers many different elements of the school curriculum including but not exclusively science curriculum, religious education (RE) and PSHE. Pupils also receive additional input on how to keep themselves safe through the DAaRT Programme in Year 6.

### **Impact**

Each lesson features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

### **Parental rights to withdraw**

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education. Parents wishing to exercise this right must do so in writing to the Headteacher detailing which aspect they would like their child(ren) to be withdrawn from then we will make reasonable adjustments and provide suitable work for their child(ren) at this time. The work will be sent home so that the content can be covered in the home environment.

### **Roles and responsibilities**

The governing body will approve this policy, and hold the Headteacher to account for its implementation.

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The PSHE Coordinator will take responsibility for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners on implementing the policy and monitoring and assessing its effectiveness in practice

- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the PSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum

Teachers conduct RSE lessons in a sensitive manner and in confidence through:

- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish for their child/ren to be withdrawn from the components of RSE.

### **Managing difficult questions**

It is inevitable that controversial issues may occur as part of RSE; the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take into account any additional SEND, in an objective manner, free from personal bias.

Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues.

Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue in accordance with our Safeguarding policy. At the same time students will be offered sensitive and appropriate support.

The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

### **Monitoring, evaluation and review**

To ensure the PSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Learning walks and medium term planning coverage monitoring by the PSHE leader.

### **Confidentiality and child protection**

It is inevitable that effective RSHE, which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching PSHE are completely familiar with the child protection procedures. Pupil disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present, their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.