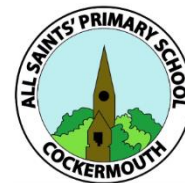


# All Saints' Cof E Primary School



## Relationship, Sex and Health Education (PSHE AND RSE) Policy

**Date of policy:** October 2024

**Date of review:** Annually

**Name of PSHE Coordinator:** Rachel Corrin

**Name of PSHE AND RSE Governor:** Jane Charman

### Introduction

This policy covers our school's approach to the teaching and learning of relationship, sex and health education. As the Secretary of State from the DfE commented in the latest guidance document *'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'* (Sept 2021) This is why the teaching of Relationships, Sex and Health Education is compulsory in all primary schools in England.

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

This policy outlines our school's commitment to providing effective PSHE AND RSE for all pupils. It has been written with regard to the Department of Education's PSHE AND RSE guidance 2019, and other relevant guidance documents and statutory requirements. The PSHE AND RSE teaching in this school contributes to our statutory duty to safeguard children and prepares them for the responsibilities and experiences of adult life. PSHE AND RSE is taught in an age-appropriate manner throughout the school enabling our children to make informed decisions.

We provide our children with an equal opportunity to develop the skills needed to thrive now and in the future. To enable us to do this we are a member of the PSHE Association, this enables our staff and children to have access to the most up to date knowledge and understanding. We are also proud to be a Kidsafe School with a trained member of staff who works throughout the school delivering a specialised child protection / safeguarding programme.

### Background

#### **The Church of England's Vision and Relationships Education**

The Vision contains four core strands:

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

<https://www.churchofengland.org/about/education-and-schools/vision-education>

Relationships Education here at All Saints' C of E Primary School, promotes each of these four core strands through: the development of key skills and attitudes; placing our pupils in a position of strength; opening horizons, whilst benefiting our whole school and ensuring that every member of the school community is respected and valued.

## **What is PSHE AND RSE?**

Relationships, Sex Education and Personal, Social Health Education (PSHE AND RSE) is lifelong learning about physical, moral and emotional development. We want to be able to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep, we also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

They will also cover healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality. There is often concern that PSHE AND RSE will encourage sexual experimentation however, evidence shows that those who receive effective PSHE AND RSE at school are more likely to delay first sexual activity.

In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Through delivery of PSHE AND RSE we aim 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.

### **Policy Aims**

Our key aim in providing PSHE AND RSE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and embrace the challenges of creating a happy and successful adult life. PSHE AND RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

We believe in working in partnership with parents and carers, and understand the importance of sharing our PSHE AND RSE programme with families so that they can also support their children's physical, moral, mental wellbeing and emotional development at home.

- **Key Outcomes:**

- ❖ To provide the knowledge and information to which all pupils are entitled;
- ❖ To clarify/reinforce existing knowledge;
- ❖ To raise pupils' self-esteem and confidence, especially in their relationships with others;
- ❖ To understand the importance of safe and stable relationships that promote respect, love and care;
- ❖ To help pupils' develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- ❖ To provide the confidence to be participating members of society and to value themselves and others;
- ❖ To help gain access to information and support;
- ❖ To develop skills for a healthier, safer lifestyle;
- ❖ To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- ❖ To develop resilience and positivity when responding to influences that may affect body image;
- ❖ To reinforce and develop pupils' understanding of how to stay safe including when on online;
- ❖ To respect and care for their bodies;
- ❖ To be prepared for puberty and adulthood;
- ❖ To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- ❖ To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

### **What is Relationships Education?**

Through our Relationships Education programme, pupils learn:

- to cherish themselves and others as unique and wonderfully made;
- to recognise what a healthy relationship looks like and how to form healthy relationships, ensuring respect and dignity for themselves and others;
- how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships;
- how to keep themselves and others safe;
- how to make sense of the world around them (including an online world and the changes to their bodies); and
- to develop the skills to express their own views and make their own informed decisions.

The focus of our teaching is on **family** (the importance and value of belonging to a loving family and the fact that families are all different); and **friendships** (the importance of having friends, knowing what it means to be a good friend, how to spot an issue and what to do about it, how to resolve issues and where to get help).

Much of our teaching is 'on the spot' either in the classroom or on the playground or lunch hall. Often the best Relationships Education is born out of reflecting on actual issues that have occurred and exploring together how to put them right or how we could do something differently going forwards.

Planned Relationships Education sessions which take account of the age of the pupils take place as part of our PSHE sessions, circle time and collective worship time.

### **Inclusion and Support**

PSHE AND RSE will be accessible to all pupils regardless of age, sex, race, disability, religion or belief, gender or sexual orientation. We will ensure that issues such as sexism, misogyny, and homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

PSHE AND RSE can also be particularly important for pupils with social, emotional and mental health needs or learning disabilities as they are more vulnerable to exploitation and bullying, we will ensure that teaching will be tailored to meet the specific needs of pupils to ensure learning outcomes are met, this will also be discussed parents and carers.

As with all teaching within school, we will ensure that information taught is sensitive, age-appropriate, and developmentally appropriate and delivered within reference to the law.

Parents and carers can then contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions.

We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals.

A range of different families and relationships will be explored within PSHE AND RSE. All children whatever their developing sexuality or family background need to feel that PSHE AND RSE is relevant to them and sensitive to their needs.

## **Delivery of the PSHE AND RSE Programme**

All teachers will have responsibility for planning and delivering PSHE AND RSE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of PSHE AND RSE will follow the school policy. Access the resources for effective, relevant and up to date knowledge and understanding both on the PSHE association website and the resource 1Decision.

Where PSHE AND RSE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Visiting speakers from the community, e.g. health promotion specialists, community police and fire officers, make a valuable contribution to the PSHE AND RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum.

Teachers will always be present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the PSHE AND RSE curriculum.

The personal beliefs and attitudes of teachers will not influence the teaching of PSHE AND RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to PSHE AND RSE will work to the agreed values within this policy.

## **The Curriculum**

PHSE and RSE will be taught in each year group throughout the school. The curriculum that is to be delivered is progressive, building the children's knowledge, understanding and skills year on year in Foundation Stage KS1 and 2.

The curriculum will also be delivered through opportunities that are provided beyond the curriculum such as, extra curriculum clubs, School Council, charity events, etc.

Assemblies will also be periodically used to address the whole school on major health issues, for example awareness of and countering cyber-bullying.

There will be cross curriculum learning from many other subjects such as our physical activity programme and science curriculum.

The themes that make up the framework for PSHE AND RSE include:

Physical Health  
Mental Health  
Growing and changing  
Personal Safety  
Relationships and Sex Education  
Bullying and Discrimination  
Media and Digital Literacy  
Money and Work  
Community and Responsibility

### **Lesbian, Gay, Bisexual, Transsexual, Questioning, Plus (“LGBTQ+”) Relationships**

In keeping with our loving and inclusive Christian ethos, we believe that **every** pupil deserves life in all its fullness and is uniquely and wonderfully made. We teach our pupils to value and respect their peers regardless of their sexual or gender identity, and that of their parents, and those in our wider community.

We expect (in line with our Behaviour Policy, our Anti-Bullying Policy and the Equality Act 2010) that **all** our pupils will feel valued and will be treated with dignity and respect by all other members of the school community.

To this end, as with all other areas of diversity, we celebrate the differences that make each of our school families unique. We help pupils to make sense of the ways in which their own family life is the same as, and different from, that of their friends and how to ask and answer questions sensitively and respectfully.

### **Questions Raised by Pupils**

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child’s age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupil’s questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child’s parents.

Teachers are aware that effective PSHE AND RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead should be informed and all relevant paperwork completed- following the school's Safeguarding Policy.

No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

## **Staff Training**

If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event. The use of the PSHE Association tools and 1Decision PSHE AND RSE resource enable teachers to develop their professional knowledge and ensure the information being shared is up to date and relevant for our pupils.

## **Right to be excused from sex education**

We believe that PSHE AND RSE should be a partnership with parents and carers. Parents will be routinely consulted and informed about PSHE AND RSE through the school prospectus and letters to explain when PSHE AND RSE will take place in different year groups.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory PSHE AND RSE however, Relationship Education and Health Education is compulsory for all pupils receiving primary education **therefore there is no right to withdraw from Relationship or Health Education.**

Before granting any such request, the headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the 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 class, rather than what was directly said by the teacher.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than what has to be covered as part of the science curriculum.

## **Review, Assessment and Evaluation**

Monitoring of the PSHE AND RSE Policy is the responsibility of the headteacher, named governor and PSHE AND RSE leader.

The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teachers planning and feedback from parents and children.

The effectiveness of the PSHE AND RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is available to view on the school web site.

## **Equal Opportunities**

The PSHE AND RSE programme will be delivered in accordance with the school's Inclusion Policy and the Equality Act (2010).

Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur.

Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

## **Links to other Policies**

- ❖ PSHE
- ❖ Science
- ❖ Safeguarding
- ❖ Health and Safety
- ❖ Equal Opportunities

## **Key Contacts**

Headteacher – Nicola Smallwood

PHSE Lead – Rachel Corrin

PSHE AND RSE Lead – Rachel Corrin

Lead Governor – Jane Charman

Safeguarding Children Lead – Nicola Smallwood

Approved by the Governing Body \_\_\_\_\_  
(Chair of Governors)

Date: 21<sup>st</sup> October 2024

This policy will be reviewed annually in Autumn.