

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



Aims

At St Andrew's Church School, we aim to enable children to form positive relationships; this is at the heart of our Christian vision and values. Through our Christian values of Creativity, Hope, Peace, Justice, Love, Friendship and Courage we can learn to belong and be supportive members of our community.

We teach Personal, Social, Health Education as a whole school approach to underpin children's development as unique individuals. We believe that this also supports their development as lifelong learners.

We aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens.

At St Andrew's Church School, Relationships and Sex Education (RSE) is taught within the PSHE curriculum. In addition, some aspects of the RSE programme will be covered through:

- The Science curriculum
- Circle time
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships and Sex Education (RSE) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

We undertake to follow the principles in the Church of England Charter, for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE):

[RSHE Principles and Charter 0.pdf \(churchofengland.org\)](#)

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



The aims of RSE at St Andrew's Church School are to:

- Provide a consistent standard of relationship, sex, and health education across the school;
- Help pupils develop feelings of self-respect, confidence, and empathy;
- Promote responsible behaviour;
- Create a positive culture of communication around issues of relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Provide a framework 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;
- Give pupils an understanding of reproduction and sexual development;
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships;
- Combat exploitation and abuse.

These aims complement those of the Science curriculum in KS1 and KS2.

Our PSHE policy is also informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

The teaching of Sex Education in primary schools remains non-statutory, except for the elements of sex education contained in the science national curriculum including:

- Knowledge of the main external body parts
- The changes as humans develop to old age and reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.”

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.”

Full guidance from the government please visit:

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Definitions

For the purpose of this policy and as defined in the DfE guidance:

Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))

Curriculum

At St Andrew's Church School, the Early Years Foundation Stage (Nursery and Reception) follow the Early Years curriculum guidance for personal, social, and emotional development. They develop the skills to form relationships and think about relationships with others. These key skills are then built on across Key Stage 1 & 2 where we follow the PSHE Association Curriculum planning which is a questions-based model. The table below gives the learning themes across the school; the learning deepens and broadens every year.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

[PSHE-Primary-Programme-Builder-Questions-based-model .pdf](#)
(standrewsprimarybath.com)

Statutory Relationships Education

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- that marriage represents 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

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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 physically or verbally aggressive behaviour is never right.
- 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.

Respectful relationships

Children should know:

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so,
- where to get advice e.g., family, school and/or other sources such as the NSPCC.

St Andrew's Church School is an accredited Stonewall School. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles such as watching chicks hatch. Through ongoing personal, social, and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (Years 1 and 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (Years 3 to 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food (? from nothing); they get nutrition from what they eat.

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- To describe the way nutrients and water are transported within animals, including humans.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Statutory Health Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. Children will learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle.

As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Non-Statutory Sex Education

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, at St Andrew's Church School we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Upper Key Stage Two.

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



Children are taught:

- that for a baby to begin to grow, part comes from a female and part comes from a male; that in most animals including humans the baby grows inside the mother.
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means.
- how a baby develops in the womb and how babies are born.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and support their personal and social development as they grow into young adults.

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view upon request to the class teacher.

For more information about our curriculum, see our curriculum map.

Teaching of RSE at St Andrew's Church School

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend.

School staff will deal with sensitive issues and difficult questions with honesty and sensitivity and in an age-appropriate way.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since 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.

Roles and responsibilities

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Class teachers are responsible for teaching RSE at St Andrew's Church School.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents/Carers

The school understands the primary role in children's RSE lies with parents and carers. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



- Will carry out our statutory duty to consult with parents/carers and governors on the contents of this policy;
- Inform parents/carers about the school's RSE policy and practice; this includes informing parents/carers by letter or email before beginning to teach a unit of RSE;
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE;
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

Parents' right to withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. They will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



attention of the designated person responsible for child protection or the Headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states:

“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

At St Andrew's Church School, we promote respect for all and value every individual child. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



Children for whom English is an additional language will be supported appropriately to ensure their understanding of this curriculum, for example using visual supports and pre-teaching the key vocabulary. Parental support may also be sought to support EAL children.

Pupils with special educational needs and disabilities (SEND)

'Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils'. (DfE, 2019)

At St Andrew's Church School teaching is differentiated and personalised to ensure accessibility for pupils with SEND. This includes our awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We understand RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

Monitoring and Review

The governing body monitors the policy on a regular basis and reviews the policy annually. The governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme and will be recorded in meeting notes.

St Andrew's Church School



PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSE))



Policy adoption and reviews		Signed Headteacher	Signed Chair of Governors
Date Policy adopted	June 2021	Jayne Rochford-Smith	
Date of next review	June 2023		