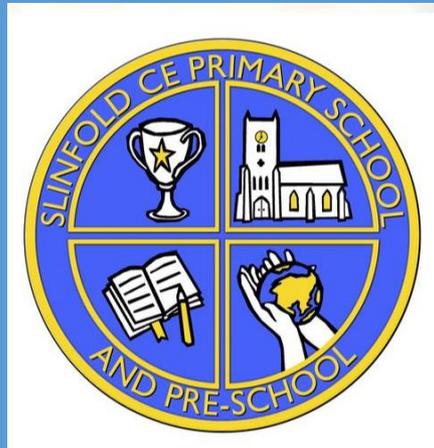


PSHE (Personal, social, health and economic) **and RSE** (Relationships and Sex Education) **Policy**



Policy Agreed with Staff:	April 2024
Review:	April 2025

Caring for each other,
Learning from each other,
Achieving with each other...
Guided by God.

Slinfold C of E Primary School serves its rural Parish by promoting excellence in academic, practical and spiritual learning.

We believe that everyone is made in the image of God and aim to provide experiences of our diverse world; through high expectations, support, curiosity, challenge and a love of learning, enabling all to flourish.

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1. Aims

At Slinfold CE Primary School our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.

Personal, Social, Health and Economic (PSHE) Curriculum is an important part of all children's education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, our aim is to ensure that our children thrive as individuals, as part of a family and as confident members of the wider community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and our approaches will help pupils to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships.

The aims of personal, social, health and economic education (PSHE) at our school are to ensure that our pupils:

- Develop self-awareness and confidence
- Value themselves and others
- Form healthy and positive relationships
- Communicate effectively
- Respond to challenge positively
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

At Slinfold RSE (Relationships and Sex Education) is taught within PSHE education curriculum. RSE is lifelong learning about emotional, physical, moral and emotional development. It will teach them about relationships, healthy lifestyles, diversity and personal identity, enabling them 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. RSE is not about the promotion of sexual activity.

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

- Provide a safe environment in which sensitive discussions can take place
- Promote responsible behaviour
- Develop feelings of self-respect, confidence and empathy
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that, by the time pupils reach secondary school age they are well equipped to deal with the secondary RSHE curriculum.
- Provide all pupils with the knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the **Children and Social work act 2017**.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the **Education Act 1996**.

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of 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.

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."

Should you like to see the guidance from the government please visit: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

The RSE Policy should be read in conjunction with the following policies: SEND and Safeguarding

3. Definition

Within this policy, as 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.

For the purpose of this policy, 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.

4. Policy development

This policy has been written in accordance with the statutory DfE guidance document **Relationships and Sex Education (RSE) and Health Education 2019** and has been developed in consultation with

staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified
- The policy will be reviewed yearly.

5. Curriculum

Our PSHE curriculum is set out as per Appendix 1 (our RSE curriculum is embedded within it) but we may need to adapt it as and when necessary. The areas of learning in Appendix 1 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)

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles. 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 – 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 – 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; they get nutrition from what they eat
- 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

4.3 Non-Statutory Sex 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 5 onwards. 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.

Alongside this, children in Year 5 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation. These lessons form part of the statutory requirements for Health 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, 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 Years 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; 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 also 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.

6. Delivery of PSHE and RSE

Wherever possible, we make close links between our PSHE & RSE curriculum and our school values and our collective and class worship. In addition, some aspects of RSE will be covered through our science, computing and RE curriculum and through PE (health and hygiene).

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

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.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. 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
- We use anatomically correct language when we have learnt it

Dealing with sensitive issues and difficult questions

- Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.
- Teachers will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.
- 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. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

7. Roles and responsibilities

7.1 The governing body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8)

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

7.3 Staff

Class teachers are responsible for teaching RSE at Slinfold CE Primary School all staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- 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
- Ensuring that the values and messages behind our PSHE and RSE curriculum are embedded, where possible, into the teaching and learning of other areas of the school curriculum.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. In addition, the school subscribes to the PSHE Association and West Sussex E4S materials which also offer CPD and support.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from the statutory relationships education, health education or the science curriculum

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

10. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a

variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher/PSHE lead through:

Learning walks, discussions with pupils, book scrutiny, staff discussion and CPD.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment system.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	KS1	KS2
Being Safe	<p>Body Privacy and Saying Yes or No (PANTS rule)</p> <p>Worries & Asking for Help</p>	<p>Body Safety & FGM</p> <p>Early warning signs, saying yes or no, secrets</p> <p>Physical Contact & Appropriate Touch</p> <p>Body Privacy</p>
Online relationships & media	<p>Private and privacy</p> <p>Being safe in unfamiliar situations</p>	<p>Personal boundaries and the right to privacy</p> <p>Pressure to share and dares</p>
Feelings and attitudes	<p>Coping with feelings and change</p> <p>Feeling happy and sad</p> <p>Feelings and impact on self and others</p>	<p>Changing feelings</p> <p>Dealing with strong feelings</p> <p>Challenging the impact of feelings on self</p>
Online Content and Critical Thinking	<p>Sources of internet information</p>	<p>Online vs real world</p> <p>Validity of information</p>
Self-Image, Mental Health and Wellbeing	<p>Identities online and offline</p> <p>Online activities</p>	<p>Identities online and influence</p> <p>Managing time online</p>
Emotional Resilience	<p>Recognising feelings</p>	<p>Changes (inc puberty)</p>

	KS1	KS2
	Secrets and privacy Managing feelings	Feelings and emotions
Drugs, Alcohol & Tobacco	Medicines and safety Looking after our bodies safely	Everyday substances inc caffeine Tobacco and smoking Pressure influence Drugs and usage
Sense of self	Being good at things and achievement Uniqueness ,Similarities, Difference Stereotypes – boys and girls	Achievements and goals Image and representation Self esteem
Keeping Safe & Risks	Feeling safe Fair and unfair/ right and wrong/ rules	Safety rules and laws Making decisions, taking risks and influences
Wellbeing	Well and Unwell	Health and wellbeing Sleep and our emotional health
Keeping Safe & Emergencies	Helping us stay safe Staying safe in emergencies	Risk, hazard and emergency Responsibility to be safe

	KS1	KS2
Relationships	Right/wrong friends/bullying Belonging and responsibilities.	Friendships and bullying Community and belonging Pressure and uncertain feelings
Hygiene & Protecting Your Health	Well, unwell and spread of germs Keeping clean	Sleep and health Cleanliness, germs and immunisation
Transition	Changing Behaviours Coping with loss and changing situations	Saying Goodbye and Moving On Understanding Change Learning & Achievement
Eating Well & Being Active	Being healthy and activity Food practice and choice	Healthier lifestyle choices Influence on exercise and consequences of choice Habits and choices

	KS1	KS2
Online Relationships and Cyberbullying	<p>Communicating with others online</p> <p>Ways you communicate 'online' and digitally</p>	<p>Online relationships & being part of a community</p> <p>Help & guidance & strategies</p> <p>Cyberbullying: Bullying behaviours</p> <p>Knowing someone & trusting someone</p> <p>Cyberbullying and negative behaviours</p> <p>Knowing people online</p> <p>What is online?</p>
Online Reputation	<p>Putting information on the internet</p> <p>Risks of sharing online</p> <p>Where and what happens to it?</p> <p>Digital footprints</p>	<p>Online profiles and age appropriateness</p>
Staying Safe Online	<p>Privacy and information</p>	<p>Legal use of information</p> <p>Online security/ sharing information</p>
Identity	<p>Boys, girls and Stereotypes</p> <p>Similarities and differences</p> <p>Changes in growth</p>	<p>Media Influences: Masculinity & Femininity</p> <p>Body changes and puberty</p> <p>Gender Expectations</p>

	KS1	KS2
Family & Friendship, Relationships	Family: Kindness & Relationships, Love Special people Friends and friendship	Types of relationship (love and commitment) Changes in relationships (When Relationships go wrong) Relationships and Conception

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 violence 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• 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• 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• 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			