

PSHE and RSE Policy

St Augustine's Federated CE Schools: Primary



Approved by the Governing Body	January 2024
Review date	January 2026

1. Introduction

At St. Augustine's CE Primary School, our overarching mission is to empower children for a happy and successful adult life by fostering their health, moral decision-making abilities, and relationship-building skills. We recognise the importance of resilience and sound decision-making in the face of challenges, emphasising the significance of seeking help when needed. Through a comprehensive PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) curriculum, we strive to equip our pupils with the knowledge, understanding, and skills necessary to navigate their lives effectively. The PSHE curriculum, aligned with the Safety, Caring, Achievements, Resilience, and Friendships Scheme (SCARF), seeks to maximise outcomes, ensuring that each child develops into a healthy, independent, and responsible member of society. This approach, incorporating a whole-school ethos, supports positive behaviour, mental health, well-being, and achievement, fulfilling statutory requirements while fostering a dynamic and inclusive learning environment. At St. Augustine's, our commitment extends beyond assessments to cultivating a positive ethos, aiming to nurture socially-responsible, emotionally-resilient individuals equipped with life skills, empathy, and self-awareness.

2. Purpose of the Policy

This policy additionally outlines:

- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, encompassing Relationships Education, Health Education, and Living in the Wider World.
- Our definitions for Relationships Education and Health Education.
- Guidance for staff and external visitors regarding approaches, organisation, and content for our PSHE curriculum.
- Information for parents and carers about what is taught and when in PSHE, including specific details about their involvement with RSE and the right to withdraw.
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review.

3. Aims of the Policy

This policy articulates our commitment to equipping pupils with the knowledge, skills, and attributes essential for effectively managing their lives, both presently and in the future. The delivery of a comprehensive and well-rounded life-skills PSHE curriculum, encompassing three key strands: Relationships Education, Health Education, and Living in the Wider World (refer to Section 6), is pivotal in aiding our children to maintain their health and safety, while preparing them to maximise their potential in school, work, and life. Through high-quality delivery, our PSHE programme aims to cultivate:

- Confident individuals who comprehend how to lead safe, happy, healthy, and fulfilling lives;
- Young people capable of fostering positive, respectful, and healthy relationships, enabling personal and social flourishing;

- Responsible citizens cognisant of their rights and responsibilities, facilitating a positive contribution to society; and
- Successful learners who relish the learning process, make progress, and achieve success.

These objectives will be attained by imparting pupils with the knowledge, skills, attitudes, and attributes to:

- Develop confidence in expressing thoughts and feelings about relationships;
- Address concerns, correct misunderstandings, and empower themselves to seek assistance;
- Cultivate skills for initiating and sustaining positive relationships;
- Foster positive attitudes, values, and respect for differences in opinions;
- Develop a positive self-image and high self-esteem;
- Acquire accurate knowledge and understanding about sexuality and relationships;
- Cultivate personal responsibility for one's actions; and
- Know where to access confidential advice and support.

4. Definitions for Relationship Education and Health Education

4.1 Relationships Education

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”

4.2 Health Education:

“Health Education is learning about the characteristics of good physical health and mental well-being and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

5. Organisation of PSHE

- 5.1 Timetable allocation: 50 minutes every week
- 5.2 Groupings: Whole class
- 5.3 Staff Involved: The curriculum will be delivered predominantly by the class teacher, but there will be times during the programme when learning will be complemented by external visiting speakers, for example a specialist sex education nurse, a financial organisation such as a bank, human rights organisations, or others. It is important to note that, where outside visitors help to deliver PSHE - and in particular - RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 5.4 There will be some dedicated PSHE lessons which are subject specific e.g. Anti-Bullying Week

6. Content of PSHE Curriculum

We deliver a comprehensive PSHE curriculum, which is a subject involving a planned, developmental programme of learning. Through this curriculum, children acquire the knowledge, understanding, and skills necessary to manage their lives both now and in the future. As part of a whole-school approach, PSHE education equips pupils to lead healthy, safe, productive, capable, responsible, and balanced lives. This is achieved by fostering the qualities and attributes required for thriving as individuals, family members, and members of society.

The learning unfolds through six overarching themes in the SCARF Programme for Nursery, Reception, Key Stage 1, and Key Stage 2:

1. Me and My Relationships:

- Content on feelings, emotions, conflict resolution, and friendships.

2. Valuing Difference:

- Focus on respectful relationships and British values.

3. Keeping Myself Safe:

- Explore topics related to keeping oneself healthy and safe.

4. Rights and Responsibilities:

- Learn about money, living in the wider world, and environmental responsibility.

5. Being My Best:

- Develop skills in keeping healthy, fostering a growth mindset (resilience), goal-setting, and achievement.

6. Growing and Changing:

- Understand the human body, changes from birth to old age, and safety.

Visit our website to access the PSHE and RSE Education Curriculum Overviews: 0

Approach to Learning:

- Encourage activities promoting self-understanding and community awareness.
- Foster collaborative play and learning among peers.
- Develop personal and social skills for making responsible choices.
- Empower children to make decisions about health and the environment, fostering a caring attitude.

Science Curriculum Integration:

- Year 2 introduces concepts of reproduction and growth without details on how reproduction occurs.
- Year 5 covers life cycles of humans and animals, including reproduction.
- Year 6 focuses on non-statutory sex education, including conception, building on previous content on relationships, puberty changes, and reproduction.

Transition to Secondary School:

- Ensure an effective transition phase that supports ongoing emotional and physical development.
- Follow DfE recommendations for sex education tailored to pupils' age and maturity.
- Non-statutory sex education in Year 6 lays foundations for secondary phase Relationships and Sex Education.

Involvement of School Nursing Service:

- Collaboration with teachers to reinforce puberty and sex education.
- Align teaching with the school curriculum guidance.

Sex Education in Year 6:

- Specific lessons on sex education in Year 6 (refer to Section 8).
- These are the only lessons from which parents can withdraw their children.

7. Approaches for Delivering Effective PSHE

7.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real-life experiences, addressing a range of personal, social, emotional, and health issues. A safe, supportive, and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, and sensitive issues.

7.2 Confidentiality

During PSHE lessons, if pupils indicate in any way that they are vulnerable or at risk, staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure clarity on what is required in such circumstances. The school ensures that pupils understand that teachers cannot offer unconditional confidentiality and assures them that their best interests will be maintained. Pupils are reminded that if confidentiality needs to be broken, they will be informed first and then supported as appropriate. They are encouraged to communicate with their parents or carers and are provided with support to do so.

The school also ensures that staff understand they cannot offer unconditional confidentiality to pupils. Staff are expected to adhere to the school's agreed procedure for recording and reporting disclosures, as well as the nature of access to this information.

7.3 A Range of Learning Approaches

In PSHE, active and interactive engagement proves most effective. The course employs a diverse range of teaching and learning styles, encompassing videos, information sheets, activity sheets, pamphlets, visual aids, models, games, circle time, role-playing, songs, films, discussions, hands-on tasks, the Internet, and visits by theatre groups, fostering a dynamic and inclusive learning

environment aligned with our school values. This approach not only encourages pupils to actively contribute to the learning process but also promotes continuity of knowledge and skills progression across each year group from EYFS to Year 6, forming a cohesive and progressive spiral curriculum. The incorporation of the SCARF curriculum further enhances this comprehensive learning experience.

7.4 Relevant resources

Resources will be assessed to ensure their currency, relevance, and appropriateness to the age and maturity of pupils. This assessment will consider equality of opportunity by evaluating language usage, cultural attitudes, and images, with an emphasis on avoiding stereotyping, racism, and sexism.

7.5 Use of External Organisations

We collaborate with various external organisations to enhance the delivery of PSHE throughout our planned programme, aiming to incorporate specialist knowledge and diverse engagement methods for our young people. Our partnership with external organisations ensures that all activities and resources align with the objectives of this policy and the content outlined in our planned programme. All external contributors are briefed on our confidentiality and safeguarding policies to ensure the proper handling of any safeguarding issues according to school policy and procedure. External contributions are strategically integrated to complement the teaching provided by our staff, enhancing and enriching the overall experience for our students.

7.6 Groupings

The PSHE curriculum will be delivered through a variety of whole-class lessons, smaller group work, and, where relevant, in one-to-one sessions.

7.7 Responding to Pupils' Questions

It should be acknowledged that questions from pupils will be addressed and handled in the most appropriate manner and not disregarded. The format in which these questions are addressed may be in group activities or on a one-to-one basis, as deemed suitable.

7.8 Meeting the Needs of SEND Pupils

PSHE lessons must be accessible to all pupils, including those with special educational needs and disabilities. The SEND code of practice outlines the necessity for schools to prepare children for adulthood outcomes. These pupils may be more vulnerable to exploitation and bullying, making sensitive and age-appropriate Relationships and Health Education an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, conducting small group work, and providing continuous professional development (CPD) for teachers.

8. Specific Issues Related to Sex Education

8.1 DfE Sex Education Recommendation

We fully comply with the Department for Education recommendations for all primary schools to have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science, and Health Education (refer to 5.1), we have chosen to deliver further lessons in Year 6 that go beyond the science curriculum and delve more deeply into how a baby is made. We believe these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult

relationships. At the parent meeting for Year 6, we will clarify which lessons fall within sex education and explain your right to withdraw your child from these specific additional lessons, as outlined below.

8.2 Definition of Sex Education

Sex Education involves learning about the physical, social, emotional, and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

8.3 Engaging Parents/Carers and the Right to Withdraw from Sex Education

Upon entry to the school, parents are invited to review the PSHE and RSE policies, which include specific references to our additional Sex Education provision within PSHE. We prioritise sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. Therefore, we make an effort to understand any religious or cultural views they may have that could influence the Sex Education they want for their children. We carefully consider any requests that might compromise our equal opportunities policy, establishing a consultation process and partnership with parents. We regularly inform parents about the content of the sex education programme and invite them to meetings in the summer term to view resources and address any questions or concerns related to the content of these additional lessons.

Starting from September 2020, parents have the right to withdraw their child from Sex Education, but not from any lessons in the statutory Relationships, Science, and Health Education Curriculum, as outlined in 5.1. In accordance with this, parents of Year 6 children are informed that they can withdraw their children from the additional sex education lessons delivered in Year 6.

If a parent wishes to withdraw their child from Sex Education, we request that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, sending it to the Headteacher. Alternative work will be provided to pupils who are withdrawn from sex education.

8.4 Answering Pupils' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning, and children may pose questions related to sex education both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We believe it is crucial to answer these questions honestly, providing factual information in an age-appropriate manner. If we have a concern regarding safeguarding due to the nature of a question, we would follow our safeguarding procedures. We need to be mindful that children whose questions go unanswered may seek information from other sources, such as the internet, which might provide inaccurate information.

9. An Inclusive Approach through a Moral and Values Framework

As an inclusive school, we value differences and diversity within our school community and the wider world. Therefore, PSHE is delivered within the context of our school aims, values, moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equality Act, British Values, and the Ofsted framework and must reflect British Law.
- Different faiths, beliefs, cultures, and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- Respect for ourselves and others helps develop an understanding of the need for non-exploitation within relationships.
- We all have rights, duties, and responsibilities; we need to know what these are and have the ability to exercise them.
- Children are growing up in a diverse world and will need to be able to work, live, and play with people from all backgrounds.
- Some pupils and staff will identify as LGBT+.
- Families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, among other structures.
- Some children may have a different structure of support around them (for example: looked-after children or young carers).

We believe that pupils should receive comprehensive, balanced, and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage or stable relationships for family life and bringing up children.

In exploring their feelings and attitudes, along with those of peers and the wider society, our pupils can develop values on which to base decisions about relationships, health, and living in the wider world.

10. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed, including conducting learning walks and lesson observations.
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny, and discussions with those involved.
- Supporting staff in assessing pupils' progress in line with the school's procedures, including conducting pre and post-assessments by pupils for each unit.
- Evaluating the programme by assessing pupils' attitudes, personal skills development, and knowledge gained, incorporating pupil voice through discussions and feedback.
- Reviewing as an ongoing process, with input from pupils, staff, and parents considered as the programme develops and changes.
- Recommending targets for whole-school development, guided by comprehensive assessments and feedback from learning walks, lesson observations, and pupil voice.

11. Training Staff to Deliver PSHE

It is crucial that staff delivering PSHE adhere to the values and moral framework outlined in this policy and feel confident, skilled, and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development, in-house CPD, and external training courses.

Training may encompass:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Employing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

12. Safeguarding

Please refer to the school's updated Child Protection Policy and Safeguarding Policy 2023 on the school website.

13. Monitoring arrangements

This policy will undergo an annual review by Dina Adams (PSHE and RSE Lead), Ruth Vince (Head of Primary), and the Governing Body.

14. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy aligns with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- 14.1 **Relationships Education** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.
- 14.2 **Health Education** will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools, as PSHE is already statutory in these schools.
- 14.3 In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

As a school, we fully comply with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to Section 8 for details. Consequently, we refer to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

15. Links with other policies

This policy is linked to our:

- Behaviour Policy and Behaviour Policy Addendum
- Child Protection Policy
- Safeguarding Policy and COVID-19 Safeguarding Addendum
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- Online Safety Policy
- SEND Information Report
- Relationships and Sex Education Policy

16. Key contacts

16.1	PSHE and RSE Lead	Dina Adams
16.2	Safeguarding Lead	Ruth Vince (Acting DSL)
16.3	Lead Governor	To be confirmed

Appendix I:

This Policy should be read in conjunction with:

- *Keeping Children Safe in Education* (statutory guidance) (2023)

Link:

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (statutory guidance) (2019 – updated 2021)

Link:

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

- *Respectful School Communities: Self Review and Signposting Tool* (a tool to support a whole school approach that promotes respect and discipline) (2019)

Link:

https://educateagainsthate.com/wp-content/uploads/2019/01/6.4953_DFE_Respectful-schools_signposting-tool_FINAL_Fillable_Client_Cop....pdf

- *Behaviour in schools* (advice for headteachers and school staff) (2013 - updated 2022)

Link:

https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf

- *The Equality Act 2010 and schools* (2010)

Link:

https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf

- *SEND code of practice: 0 to 25 years* (statutory guidance) (2015 – updated 2020)

Link:

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

- *Alternative Provision* (statutory guidance) (2013 – updated 2016)

Link:

https://assets.publishing.service.gov.uk/media/5fcf72fad3bf7f5d0a67ace7/alternative_provision_statutory_guidance_accessible.pdf

- *Mental Health and Behaviour in Schools* (advice for schools) (2014 – updated 2018)

Link:

https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

- *Preventing and Tackling Bullying* (advice for schools, including advice on *cyberbullying*) (2017)

Link:

https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf

- *The Equality and Human Rights Commission Advice and Guidance* (provides advice on avoiding discrimination in a variety of educational contexts)

Link:

<https://www.equalityhumanrights.com/guidance>

- *Promoting Fundamental British Values as part of SMSC in schools* (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

Link:

https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC_Guidance_Maintained_Schools.pdf