

PSHE and RHSE POLICY

No: 24

Reviewed: January 2025



ST ANDREW'S C of E PRIMARY SCHOOL

PSHE AND RHSE POLICY

RATIONALE

St Andrew's School is a place where everyone is valued and cared about. Each child's learning is enhanced through teaching them effectively. This takes place in an environment that provides intellectual, emotional and physical safety, is sensitive to their needs, challenging and allows success to be celebrated.

Aim of the PSHE/RHSE policy at St Andrew's

We choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. We aim to promote the spiritual, moral, cultural, mental and physical development of pupils at our school and within society. It prepares pupils at our school for the opportunities, responsibilities and experiences of later life.

At St Andrew's we are confident that the Jigsaw Programme we deliver covers all aspects of Relationships, Health and Sex Education (RHSE) within the context of a full PSHE programme in an age-appropriate way. We use the online portal to access resources to ensure that they are always compliant with the statutory DfE requirements related to the teaching of PSHE and RSE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Be safe
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the following table shows:

Term	Puzzle Piece Name (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution

		and communication skills
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Definition of Relationships, Health and Sex Education

Relationships, Health and Sex Education (RHSE) is lifelong learning about physical, moral, social, cultural and emotional development. It is about understanding the importance of positive relationships and of respect, love and care. Within this context, it also involves learning about sex and sexual health at an age-appropriate stage of children's development.

Aims of RHSE within PSHE Curriculum

RHSE is delivered through our Personal, Social and Health Education (PSHE) Jigsaw programme and gives children opportunities to:

- Raise their self-esteem and confidence, so they are happy with themselves and their relationships with others
- Prepare for and positively manage the changes that occur to their bodies, minds and emotions as they grow from childhood to adulthood
- Understand the nature of positive human relationships and what traits and personal attributes will support them to flourish
- Recognise unhealthy relationships and know how to make safe and healthy decisions, including in the online world
- Develop understanding, tolerance and empathy for other people who may be different from them
- Prepare themselves for the opportunities, responsibilities and experiences of adult life and to develop resilience when facing difficult situations
- Understand where to access information and support

The Framework for RHSE

St Andrew's approach to RHSE is informed by:

- a) Our school's ethos and core values. This encourages children to respect themselves and each other, take responsibilities for their own decisions and actions and take responsibility with their family, friends, school and the wider community.
- b) The compulsory National Curriculum Science Programme of Study, which embeds aspects of Sex Education into the school curriculum.
- c) The statutory 'Relationships Education, Relationships and Sex Education and Health Education guidance 2019' and the draft update from May 2024 which makes Relationships Education compulsory in all state schools. It also recommends that all primary schools should teach sex education, tailored to the age and the physical and emotional maturity of children.
- d) The views of the whole school community; the role of parents in the development of their children's understanding about relationships is vital and we will provide opportunities for them to understand the purpose and content of RHSE and be involved in its development. We inform parents through information evenings, parent mail and the school website when aspects of RHSE will be taught in term 6. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

The RHSE curriculum

RHSE will be delivered in an age-appropriate and honest way, which provides opportunities for all children to develop the skills, knowledge and attitudes they need to lead confident, healthy and independent lives. Children will be helped to understand their own bodies and feelings in an atmosphere where age-appropriate discussions about relationships and sex can take place without any stigma or embarrassment.

The Equality Act 2010 is clear that schools must not unlawfully discriminate against pupils with protected characteristics including age, sex, race, disability, religion or belief

or sexual orientation. By promoting the values of love, respect and care for others, we will take positive action through the ethos of the school and the taught curriculum, to build a culture where all children feel valued, understand their rights to equal treatment and learn to challenge stereotypes.

In St Andrew's our Christian vision shapes all we do and as a church school, we adopt the Church of England Charter for RHSE (see Appendix 1) and fully implement this. Whilst we recognise the value of secure, loving relationships and of family life, we also recognize that many children within our school community grow up within alternative frameworks that provide a nurturing environment. We will teach about families in a sensitive way based on our knowledge of children and their circumstances and ensure that there is no stigmatization based on different structures of support and beliefs.

RHSE can be a particularly important subject for children with Social, Emotional and Mental Health needs or learning disabilities as they may be more vulnerable to exploitation, bullying and other issues during their lives. When delivering RHSE, teaching will be differentiated to meet the specific needs of children at different developmental stages. Teachers and/or learning support assistants will work with individual pupils where required.

RHSE will be taught by class teachers in term 6 throughout the whole school as part of our Jigsaw scheme for Personal, Social and Health Education curriculum. Parents are welcome to view this resource in school on request, or ask for a summary of what is taught in each year. It is also available to view on the school website – <https://www.standrewscongresbury.co.uk/page/?title=PSHE&pid=147>

Guidelines

- A range of teaching methods will be employed which encourage good quality discussion, the opportunity to ask questions and plenty of reflection time.
- RHSE is delivered in mixed gender groups as we feel it is important that girls and boys receive the same information about the changes that are happening to them. Current Government guidance states that schools should foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and we believe RHSE is an important subject to meet this aim. However, single gender groupings may sometimes be formed in order to ask questions, if it is felt to be in the best interest of the children.
- In order to establish a calm and safe environment, the following ground rules will be set:
 - No one (teacher or pupil) will have to answer a personal question
 - No one will be forced to participate ➤ There will be no 'put downs' or teasing
 - Meanings of words will be explored and discussed in as factual a way as possible.
 - Everyone should try to use the correct names for body parts
 - Where possible, any new topic will begin by determining children's prior knowledge.
 - In lessons, attempts will be made to make connections between learning and children's real-life experiences, whenever there is no risk of upset being caused. This critical reflection is at the heart of assessment for learning.
- We encourage an ethos where children feel secure and confident to ask questions and we set clear parameters for discussion so that both teachers and children feel comfortable. Techniques such as 'question boxes' are used for children who don't want to ask questions out loud and these are helpful to give teachers reflection time, to think about an informative response.
- If a question is too explicit, feels too old for the child or is inappropriate for the whole class, the teacher will acknowledge it and attend to it later on an individual basis, having discussed the best way of responding with other appropriate members of staff, if necessary.

Parental right to withdraw from RHSE lessons

Schools have a legal duty to teach some biological aspects of RHSE through the Science curriculum and parents do not have the right to withdraw their children from these aspects of the curriculum. Parents cannot withdraw their children from Relationships Education, as it is a mandatory subject or health education lessons covering the changing adolescent body (puberty). They are entitled to withdraw their children from all or part of RHSE that falls outside the National Curriculum. We are committed to working with parents and any wishing to exercise this right should contact the class teacher or headteacher who will explore their concerns and discuss the possible impact that withdrawal may have on their child, before a final decision to withdraw is made.

Monitoring

The RHSE programme is monitored by the PSHE leader and this may take the form of lesson observations, monitoring the use of teaching materials, resourcing, work sampling, pupil interviews, or staff and parental feedback. The school will give the leader time to monitor and evaluate the school's PSHE/RHSE programme.

Safeguarding/Confidentiality

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, effective RHSE brings an understanding of what is and isn't acceptable in a relationship and may lead to disclosure relating to neglect, physical, emotional or sexual abuse. If this were to happen the member of staff involved will inform the Designated Safeguarding Leader. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Provision for pubertal pupils

Sanitary Disposal Units are located in the girls' toilet. Girls requiring sanitary protection are made aware that they should go to their class teacher.

Evaluation and Review

The Headteacher is responsible for the implementation and monitoring of this policy. The PSHE Leader and Headteacher will report back to the Governors' Curriculum Committee when reviewing this policy. The St Andrew's governor committee responsible for PSHE/RHSE is the curriculum committee. It will be uploaded to the School website. A copy is available to parents, from the school office on request. The policy has been fully discussed in a governors' meeting and staff meeting.

This policy was developed, involving the PSHE leader, Head teacher and governors and will be reviewed every two years or following any major changes in legislation.

Headteacher: Fran Martin



Date: 20/01/2025

Chair of Governors: Geoff Bailey



Date: 20/01/2025

Review date: January 2027

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education¹ (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.



All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Some key principles

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches², especially in relation to LGBTI+ people, which provide helpful context and principles for schools.

Church of England schools should ensure that their RSHE³ curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.



¹ Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.

² www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf

³ The rest of this document uses RSHE to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context.

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others⁴. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010⁵. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age- appropriate provision. In Church of England secondary schools Relationships, Sex and Health Education will be taught. In all schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'⁶.

All schools should approach RSHE in a faith-sensitive⁷ and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

⁴ SIAMS Evaluation Schedule, page 11. Available at

⁵ Equality Act 2010. Available at www.legislation.gov.uk/ukpga/2010/15/contents

⁶ Relationships Education, Relationships and Sex Education (RSE) and health education 2019. Available at www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education page 18 paragraph 49.

⁷ The use of this term draws on Dr Jo Sell's her recent research 'Relationships and Sex Education: Giving voice to young people of different faiths and none in regard to faith-sensitive relationships and sex education', which is due to be published by UCL.

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)⁸

In [organisation's name] we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act⁹ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

⁸ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

⁹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.