



St. Anne's CE Primary and Nursery School

PSHE and RSE policy

Reviewed and updated

May 2024

Introduction

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

In developing this policy, 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)*'. (Appendix 1)

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2020)
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2022
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- DfE (2013) Science programmes of study: key stages 1 and 2
- Valuing All God's Children (2019)

This policy works in conjunction with our:

- Online Safety Policy
- Anti-bullying Policy
- Behaviour Policy

- Keeping Children Safe in School Policy
- Equality Policy Statement
- Mental Health and Well-being Policy
- SEND Policy
- SMSC Policy

Definitions

For the purposes of this policy **Relationships Education** is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy **Relationships and Sex Education** is defined as teaching pupils lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships both on and off line, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purposes of this policy **Health Education** is defined as teaching the characteristics of good physical health and mental wellbeing, recognising the link between the two and being able to make healthy lifestyle choices.

In addition, St Anne's believes that PSHE and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.

- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Organisation and content

PSHE and RSE 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 Act and will be sensitive to the faith and beliefs of those in the wider school community. 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.

Through the curriculum, we will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

School will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Staff at St. Anne's deliver PSHE and RSE through specific lessons though it also links in to other curriculum subjects such as RE or Science lessons. It will be led, resourced and reported to parents in the same way as any other subject. Opportunities to cover PSHE and RSE may also be taken during residential trips, special focus days, educational visits and specialist visitors.

Teachers, along with Teaching Assistants, deliver the PSHE / RSE curriculum, with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the topics as they are aware of each pupil's individual circumstances.

Any PSHE / RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, staff and children will work together to develop a group/classroom agreement, known as ground rules, that children will follow for each lesson. This will create a safe and supportive learning environment which allows children to feel comfortable to speak openly and honestly, but will also prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

Staff who are uncomfortable with teaching certain aspects of the RSE curriculum will be supported to do so. This may involve accessing specialist teachers and other professionals. Support and professional development will be provided, so that they can develop their confidence in delivering the whole of the curriculum.

At St. Anne's all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used in an age and stage appropriate way. The correct terms help children to report abuse and, as a school using the correct terms for the parts of the bodies listed, strengthens our approach to safeguarding children and links strongly with our RSE.

Teaching in EYFS will be different, being based upon the Early Learning Goals. It will be child led to reflect the interests of the children and the needs of the school. Children will take part in whole school themes when they are appropriate.

We use the Kapow scheme for the teaching of PSHE and RSE combined. The scheme meets the statutory RSE requirements for primary schools. This is a spiral curriculum where children can build upon knowledge and skills from previous learning and develop this at an age appropriate level and explore learning to increasing depths.

All classes cover the following units:

- Family and Relationships
- Health and Wellbeing
- Safety
- The Changing Body
- Citizenship
- Economic Wellbeing
- Transition

Inclusion

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher or Subject Leader.

We will ensure our provision is inclusive to all pupils, including those pupils with Special Needs. We will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

It is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity and answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality, need to feel that relationship education is relevant to them.

Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos is maintained and developed through the subjects.

The Special Interest Governor for RSE is Mrs Angela Smith.

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements.
- Ensuring the curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Subject leader is Mrs S Binks

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy. Safeguarding lead is the Head Teacher.

- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with other professionals, where appropriate, to support the delivery of the curriculum.
- Working with the PSHE / RSE subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.

SENCO is Mrs A Harrison

Working with parents/carers and the wider community

Here at St. Anne's we believe the role of parents in the development of their children's understanding about relationships, sex and health is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

We may also engage with parents via our school weekly newsletter, online surveys and opportunities to ask questions. We value the views of parents in shaping our curriculum.

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Right to be excused from Sex Education

The Kapow curriculum does cover conception, pregnancy and birth. This is a Year 6 unit, lessons 5 and 6.

During parent/carer consultation, the following will be discussed:

- specific content of what would be taught, how and when
- their right to withdraw their child from some or all of the sex education that goes beyond the national curriculum for science and health education.

Any parents wishing to speak with the Head Teacher or subject lead before making any decision regarding their child, would be welcomed to do so.

Safeguarding reports of abuse and confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Monitoring and Evaluation of PSHE / RSE

Assessment is carried out where appropriate, for example, at the start, to gather the baseline knowledge and at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. As a school we will monitor progress and impact throughout the delivery of the PSHE / RSE.

Each year group will keep a floor book of evidence. These will be evaluated as part of the school monitoring schedule. The subject lead will also liaise with the RSE governor as part of the governor monitoring schedule.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the PSHE / RSE policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

Appendices:

1. Church of England Principles and Charter for RSE and RSHE



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)¹**

In St. Anne's Church of England Primary School, 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 Act² 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

¹ 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.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

- 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.
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 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.

