



Downholland Haksayne C.E. Primary School

PSHE / RSE Policy

Approved by David Swindells, headteacher
and the Governing Board March 25

Review date: March 27

PSHE Education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our school's overarching intent for our pupils is to provide outstanding PSHE education in a safe place where everyone is valued for being a child of God. In PSHE we want the children to recognise that they are learning 'what it's like to be me'. This policy outlines a co-ordinated approach to ensure that our delivery of PSHE/RSHE provides opportunities for all pupils to learn, achieve and flourish as part of our Christian family. Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life.

We believe it is important because our PSHE curriculum will ultimately enable pupils to acquire learning that will allow them to make their own choices through the development of good sense and practical wisdom, whilst also embedding the Christian values rooted in God's teaching in the Bible. In promoting our values, we will ensure that our pupils are offered a balanced curriculum with a range of viewpoints, which reflects the diverse world we live in today.

This policy outlines how through the subject of PSHE Education, RSHE is taught as part of a curriculum subject throughout school.

Aims of PSHE/RSE at Downholland Haskayne:

- To provide exciting, enjoyable learning that opens doors to knowledge and skills, the world, health and creativity.
- To show respect for all cultures and in doing so, promote positive attitudes towards other people.
- To enable children to understand their community and help them feel valued as part of their community.
- To help children grow into reliable, independent and positive citizens.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To foster children's self-esteem and help them build positive relationships with other people.
- To develop children self-esteem and encourage children to respect the idea, attitudes, values and feelings of others.
- To equip them with the knowledge and skills to be able to keep themselves safe and protect themselves from harm and abuse.
- To enable children to understand how and where they may get help and advice.
- To understand the human reproductive process in humans and animals, using the correct vocabulary for body parts.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles and equality law, including that of marriage and lifelong commitment.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.

- To ensure that all children understand the importance of respecting others and accepting those who differ yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory Guidance

Under the [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#), the government has made Relationships Education and Health Education part of the statutory curriculum for primary pupils and therefore compulsory at primary schools (including maintained schools and academies).

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

Sex Education is a programme of work that teaches children about reproduction beyond that which is covered in the Science curriculum (conception- how babies are made).

Curriculum Delivery of PSHE/RSE

PSHE covers the statutory RSE objectives and is taught on a bespoke 2-year cycle which allows children to revisit core knowledge and understanding to ensure that they are prepared for life in modern Britain. 1Decision Has been used to help map out key unit which will be taught at an appropriate age and stage by teachers. Intertwined with these units, identified themes will be taught to address core identified learning using the PSHE Association to ensure that quality materials are used to deliver content. All statutory content is taught within these cycles and revisited as necessary. Learning is also reinforced through wider curriculum opportunities.

The delivery of lessons will take place by teachers who have undertaken necessary CPD to ensure they are confident to deal with any questions that may arise. Any topics that may be sensitive in nature have been identified to ensure that these are taught by teachers and supported and facilitated by support staff where needed.

In addition to a weekly lesson, wider personal development opportunities are reinforced throughout different areas of the curriculum and aspects of school such as through themed days or themed worship and assembly times.

The curriculum map has been made available on the school website which outlines the focus for each half term and parents are welcome to contact school to view any materials ahead of time should they wish to.

Sex Education/Right to withdraw:

Parents cannot withdraw their child from any part of Relationship Education or Health Education (which includes education about the changes to the body during puberty and adolescence) as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Parents do have the right to request that their child be withdrawn from some or all of Sex Education. Sex education is defined by the curriculum content which is that beyond that included the Science curriculum and is the content which teaches how human babies are made (conception).

At Downholland Haskayne we believe that it is important to prepare children for their next stage of education. As part of this stakeholders have made the decision to teach the non-compulsory element of sex education (conception-how babies are made) when it is appropriate for the individual cohorts in Year 6. It is important to note that this will be judged annually based on the cohort and parents and carers will be informed of the school position prior to the delivery of these lessons.

Requests for withdrawal should be put in writing and addressed directly to the Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. Discussions with parents will take place to ascertain what the child will do in place of these lessons. We strongly advise parents to read our 'Information for parents' leaflet before decided to withdraw their children from these lessons.

Children with SEND

As with any other curricular area children with SEND are taught with their individual needs in mind. Adaptive teaching techniques are used to ensure that learning is pitched at an appropriate level for the children within the lessons. The use of the PSHE Association SEND planning framework is used to supplement lessons to ensure that small steps are identified for the teaching of learners with SEND.

Managing Difficult Questions

Due to the nature of the subject, there may be an occasion during a lesson where a child makes a disclosure as part of a discussion or activity. Staff are Should a disclosure take place in a lesson aware of safeguarding procedures and protocols and as a result will adhere to these to ensure that children are appropriately safeguarded.

Additionally should a question be raised by a child that may not be appropriate to answer or a staff member is unsure about how to do this in the best way, and 'ask-it basket' will be available in each classroom and the question will be added to this. Children will be thanked for their question and made aware that that question will be addressed at a different time. Team Questions may be escalated to the head teacher/PSHE lead who will proceed according the safeguarding policy and address any questions with parents as necessary.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as possible.

Teachers will, however, alert the DSL about any suspicious or inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance.

Recording, Monitoring and Evaluation

Lessons for this subject will be recorded by pupils individually in their own subject books to allow for the necessary reflection of their learning at their individual age and stage of development. This will also allow for the effective adaptation of teaching and learning activities and tasks to ensure the children are able to extend their previous subject knowledge.

The Subject Leader will monitor the impact of teaching and learning of the RSE and PSHEE curriculum through pupil interviews, staff questionnaires, learning walks and the monitoring of lesson plans. This will be evaluated and adapted based on the needs of the children at the time of teaching.

Training

Staff training on the delivery of RSE will take place in staff meetings. Training will also be provided by external providers, where possible. New staff members will be briefed on how to deal with difficult questions and the protocols to follow to ensure that the policy procedures are carried out effectively.

Working with External Visitors

External experts/visitors may be invited to assist with the delivery of elements of the PSHEE curriculum. Experts will be expected to comply with this policy and school will ensure that all visitor credentials are checked before they are able to participate in delivery of the curriculum. We will ensure that the teaching and delivery will fit with the planned curriculum and that all resources are checked beforehand to ensure their appropriateness for each cohort.

Our school will agree with the visitor the procedure for confidentiality, ensuring that they understand how safeguarding reports should be dealt with in line with our safeguarding and child protection procedures.

Roles and responsibilities

The governing board

The governing board will approve this policy and hold the headteacher to account for the effective implementation of it.

The headteacher

The headteacher is responsible for ensuring that the curriculum is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering PSHE/RSHE with sensitivity.
- Ensuring that safe practices and principles are adopted when delivering curriculum content.
- Ensuring that information they provide children with is age-appropriate and factual.
- Creating a safe and inclusive environment for the teaching of the content so that pupils feel confident to engage in discussions freely.
- Modelling positive attitudes to the subjects.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.
- Reporting any concerns using the correct safeguarding procedure.

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 and appropriate provisions will be made.

Pupils

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

Compliance with the Equality Act

Within relationships education schools should comply with the public sector equality duty to ensure that there is not unlawful discrimination against pupils because of their protected characteristics. The guidance states that “schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive actions to build a culture where these are not tolerated” and that “staff have an important role to play in modelling positive behaviours”.

In church schools, leaders should be aware of the strength of feeling on matters of human sexuality and be clear that the law both protects the rights of some to hold a religious belief but also protects the rights of others to think and behave differently. Both must not be discriminated against directly or indirectly.

The guidance states that, “Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBTQ+, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTQ+ content at a timely point as part of this area of the curriculum.”

To this end, the delivery of PSHE Education at Downholland Haskayne is done so with the children in mind and using age-appropriate materials to support their learning.

This policy has also been written to align with other policies within school including:

Anti-bullying

Conduct

Equalities policy

Online Safety Policy

Prevent Duty

Safeguarding

SEND

Visitors

Policy Development and Consultation

Consultation of this policy and curriculum design has taken place with various stakeholders to ensure that the provision is correct for the children within our school and that our values and ethos are appropriately reflected within the intended implementation.

The consultation and policy development process involved the following steps:

1. **Review** – the PSHE lead, headteacher and Local Authority Consultant conducted a review of the curriculum to ensure it reflects current data trends both locally and nationally. They also ensured the development of the curriculum had appropriate sequence and progression over the cycles and was sufficiently statutorily compliant.
2. **Staff consultation** – school staff were given the opportunity to look at the policy and make recommendations/amendments.
4. **Governor consultation** - Governors were given the opportunity to look at the policy and make recommendations/amendments.
5. **Parent consultation** – parents and any interested parties were invited to respond to the policy. There was an opportunity to attend a consultation meeting with the headteacher, PSHE Lead and LA representative to ask any questions about the policy and review any resources.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

Policy Review:

This policy will be reviewed bi-annually after the delivery of both cycles unless there is significant change to statutory guidance in which case this will be reviewed sooner to reflect any necessary changes to the curriculum

Policy Date: March 2025

Date approved by governors: March 2025

Review date: March 2027

Signed: Head teacher: _____



David Swindells