

LANCASHIRE COUNTY COUNCIL



St. John's C.E. (VA) School Cliviger

'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

PSHE (Including Statutory RSHE) Education Policy

Overview

This policy covers our school's approach to the [statutory guidance](#) on Relationships Education, Relationships and Sex Education and Health Education (RSHE) which has been set out by the Department for Education. RSHE is taught through the school subject of PSHE and is about enabling children to explore and learn about issues that affect their whole development as a person, physically, intellectually, emotionally, spiritually and socially. PSHE aims to help children deal with real life issues that they may face as they grow up.

At St John's we aim for children to:

- Value their achievements
- Deal with risks and meet the challenges of life now and in the future
- Identify their values and strive to live up to them
- Gain self awareness, positive self-esteem, and confidence to;
 - stay as healthy as possible
 - keep themselves and others safe
 - have worthwhile and fulfilling relationships
 - respect the differences between people
 - develop independence and responsibility
 - play an active role as a member of a democratic society
- make the most of own and others' abilities.

Subject Content

'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.

"Love one another as Jesus loved us" (John 13 v 34-35)

PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society'. (PSHE Association, 2024)

The statutory elements of relationships and health education are included within the curriculum content. These topics are taught throughout the PSHE curriculum and revisited at an age-appropriate level as the children journey through school.

There are elements of the topics and objectives within these topics that will also overlap and be taught or revisited in wider areas of the curriculum or through events such as assemblies, topic and themed days or celebration days.

The [new guidance for RSHE \(2025\)](#) focuses on teaching the fundamental building blocks and characteristics of positive relationships and staying healthy through teaching about the following topics :

- Families and people who care for me
- Caring friendships
- Respectful and kind relationships
- Online safety and awareness
- Being safe
- General well-being
- Well-being online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

All of these topics sit within the statutory primary health and relationships objectives and therefore, content from these lessons cannot be withdrawn from.

As a school, we have chosen to deliver the non-statutory element of sex education within in our curriculum (how a baby is made/conceived) within our PSHE curriculum. This is the part of the curriculum which is above and beyond that which is in the Science curriculum and therefore parents will be able to withdraw their children from this learning (see below).

How the Subject is Taught

Our PSHE curriculum aims to assist our pupils in preparation for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

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At St John's we use a tailored made curriculum to meet the needs of the children, which was developed using the PSHE Association Programme of Study. *Please note, we will be changing to a new scheme of work called the Lancashire School Passport, within the next few weeks*.

Our curriculum model covers all of the statutory elements of the guidance and is progressive in the knowledge that is built up. We work hard to make sure that safeguarding is at the heart of their learning and builds up on prior knowledge at an age and stage appropriate level for the children.

Staff use a variety of resources to support the delivery of PSHE. This includes resources from the PSHE Association website, Pol-Ed, NSPCC, Lancashire Right Start (Road safety). If you would like further details please contact Mrs Kenny who is the PSHE lead.

Although other areas of the curriculum will focus on some areas of PSHE, the PSHE curriculum will be taught every week through stand-alone lessons. Each class has a 'Worry Monster' to allow children to write down their concerns and worries confidentially which can then be dealt with by the class teacher through discussion or a planned lesson.

Staff will evaluate the activities and their usefulness after each topic, and feedback to the PSHE leader informing of any additional information or changes to be made.

PSHE is taught by the class teachers or a familiar adult to the children. Where topics may be of a more sensitive nature, provision is in place to ensure that the class teacher delivers this. Our curriculum is enhanced through the use of external visitors which are chosen to benefit the learning of the children. Visitors which come into school will always have a school staff member present during their delivery. Providers who come into school include:

Fire service
Bikeability
Dogs Trust

At times, there may be themed weeks or specific events where school decides that another visitor may further compliment the curriculum and therefore this is not an exhaustive list. At times when a visitor is invited in addition to the list above for PSHE, parents will be made aware and the content of the session will be checked by a member of staff ahead of the delivery just as it has been for the visitors listed above.

How will we ensure the curriculum is relevant to our pupils?

We will ensure pupils are offered a broad and balanced curriculum by using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP, which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances. Teachers will also evaluate each

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topic to include resources, skills and attributes, and learning outcomes, in order to identify prior learning as the children move through year groups.

Relationships and Sex Education

All primary schools must deliver Relationships Education in school. At St. Johns Church of England School our relationship education seeks to explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. Through our relationships unit of work the children will also be taught about LGBT where appropriate.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

At St. John's we aim to ensure Relationships and Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development and taught at a time that is appropriate to their age and stage of development.

- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- 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 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.

As a school, we have decided to teach the non-statutory element of the RSE curriculum and deliver lessons to pupils for sex education in both Year 5 and 6. This progresses on from their learning about the changes to the adolescent body (puberty) which is part of the statutory health education.

Sex Education is the part of the programme which covers human reproduction (how a baby is conceived) and is the non-statutory lesson that parents are able to withdraw their children from.

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. At St. John's the teaching of Sex Education will be delivered by the Year 5 and

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6 teachers and for certain topics boys and girls will be taught separately. School uses Medway resources which are from the PSHE Association website.

Our school has decided not to teach about contraception. If a child asks a question about this topic, teachers will explain that this is a matter not dealt with in school. The school will then seek to inform parents when such a question is asked to discuss if they want us to answer the question or whether the parent would answer it themselves, or whether parents and the teacher do it together.

Right To Withdraw

Parents have the right to request that their child be withdrawn from sex education delivered as part of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action. Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. Alternative work will be given to pupils who are withdrawn from Sex Education.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Managing Questions

PSHE is taught in adherence with relevant safeguarding policies to ensure a safe and positive environment. We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. The school has systems and protocols in place to support effective safeguarding. Children know they are able to talk to trusted adults in school and that the necessary steps will be taken to support them in line with statutory policies.

The school seeks to ensure all members of staff are role models for positive interpersonal relationships. Distancing techniques are used to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas.

We will answer pupils' questions honestly and accurately within an agreed developmental appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully.

If the teacher or visitor is unsure whether or not to answer a question, staff will let the children know that their question won't be answered immediately and that they will resolve

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this at a later point. The member of staff will then seek advice from the PSHE lead or the SLT on the agreed way to proceed.

If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people.

Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:

- The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson.
- Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
- There needs to be a safeguarding response; any safeguarding matters will be recorded and dealt with in line with school systems and policy

SEND, Inclusion, Equality and Diversity

All children will be given full access to the PSHE curriculum. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE provision. Every effort will be made to ensure this happens. In nearly all circumstances small changes made to activities, resources and classroom layout should enable this to happen.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by listening to taking into account the voices and opinions of all stakeholders. Class teachers will create an environment where respect for all pupils, irrespective of gender, family, culture, ability or aptitude is paramount. This will be done through teachers' knowledge of the children as individuals and feedback received during lessons.

Monitoring and Evaluation

The PSHE leader is responsible for the monitoring and evaluation of PSHE throughout school. This is done through a variety of different methods such as learning walks, pupil voice and book monitoring.

Roles and Responsibilities:

The governing body

The governing body will approve this policy and hold the headteacher to account for its implementation.

The headteacher

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

Staff

Staff (Head teacher, PSHE lead, class teachers, support staff, governors) are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering HRE and RSE with sensitivity.
- Modelling positive attitudes.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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

The Role of Support Staff

Support staff should be seen as very much a part of PSHE sessions. Children should see that our learning in this area is life-long and is relevant to all. The contribution of support staff can be very valuable if thought about and planned.

Support staff can contribute by:

- Questioning what has been said to promote further discussion in the group.
- Supporting children in group activities by modelling how we need to listen to each other as well as contribute ideas.
- Where appropriate talk about their own experiences of situations related to the topic.
- Take more of a lead role in some activities therefore allowing the teacher to observe the children's reactions and responses.

Pupils

Pupils are expected to engage fully in all aspects of PSHE and RSE and at all times treat others with respect and sensitivity.

Staff Development

Courses relating to PSHE, RSE and citizenship are available from Lancashire County Council. Staff who attend these courses should report back information to the PSHE Subject Leader so that where necessary this can be relayed back to the rest of the staff.

Other aspects of school life that contribute to PSHE education:

At St. John's we provide a range of different opportunities to allow pupils to take on extra responsibilities in school these include School Council and Year 6 children supporting new reception children through our Gardeners and Seeds system. Classes choose a charity to support each year to fundraise and raise awareness of local and global issues.

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At St. John's we are committed to ensuring that we work alongside our families to support the personal development of our pupils and prepare them for the wider world. In order to ensure this, there is full transparency of the resources that are used to deliver lessons and parents are welcome to view these. If you wish to do so, a prior arrangement can be made at the office to view materials.

Policy development and review:

This policy was written in line with the statutory guidance of 2025 and shared with key stakeholders for consultation before being ratified by the governing body.

Reviewed – September 2026

Next review: April 2028