

St. Mary's CE Primary Academy 'Learning Through Faith'



PSHE & RSE Policy

"We aim to provide a learning environment in which everyone feels happy, safe and supported, where the evidence of God's love is ever present."

We aim to create a nurturing school community, where children flourish in their achievements and are inspired to continue learning in the future. Many of our pupils face significant barriers to their learning and so our curriculum has been designed to engage their interest and to promote successful learning. Newchurch St. Mary's encourages its pupils to:

- be extraordinary in their achievements across a broad, well planned curriculum
- be inclusive and committed to providing for individual children's needs
- ensure that staff are given opportunities to continue their own learning and to share quality practice with other professionals.

This policy has been written by the PSHE/RSE coordinator following consultation with staff, parents and carers, pupils and governors, in line with the DfE guidance – Relationships Education, Relationships and Sex Education (RSE and Health Educations (2019).

Curriculum Intent.

In order to develop a deep love of learning, our curriculum aims to:

- Provide rich, first-hand experiences that enthuse and widen pupils' horizons
- Promote mastery of basic skills
- Develop resilience to challenge and risk-taking
- Prepare pupils fully for life as global citizens, able to look after themselves and relate positively to others.

Relationships, Sex and Health Education (RSHE) empowers children to make informed decisions about their wellbeing, health and relationships. We aim to work towards providing a framework in which sensitive discussions can take place by creating a positive culture around issues of sexuality and relationships. The aims of RSHE at our school are to:

- Provide a graduated, age-appropriate programme emphasising the social and emotional aspects of relationships
 - Provide the children with factual information about the physical and emotional changes they will experience as they grow up
 - Teach pupils appropriate vocabulary so that they can discuss issues knowledgeably and openly
 - Draw attention to the range of contexts, including online, in which relationships take place, ensuring that pupils are taught about online safety and appropriate behaviour in a way that is relevant to their lives
 - Help children develop self-respect
 - Help children develop a caring and responsible attitude towards others ●
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development ●
- Teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Pupils should know how to report concerns and seek advice if they feel unsafe.

Statutory Requirements.

Relationships Education and Health Education are compulsory for all pupils in maintained primary schools, as is the Science National Curriculum.

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum, including: knowledge of the main external body parts; the changes as humans develop to old age; and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE lessons.

Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching pupils about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human lifecycle set out in the national curriculum for science. We specifically identify any non-statutory Sex Education that falls outside of the science curriculum and those related elements (the physical changes associated with puberty) within statutory Health Education.

NB: Relationships and Sex Education (RSE) is not about the promotion of sexual activity.

Implementation.

PSHE & RSE. At St. Mary's Primary Academy, we follow the Coram Life SCARF (Safety, Caring, Achievement, Resilience, Friendship) PSHE scheme of work. The content of which has been informed by the PSHE Association's programme of study. SCARF is designed as a spiral curriculum, meaning that the same key themes are taught each year, allowing children to apply their learning to age related scenarios.

The class teacher will be responsible for the delivery of the PSHE/RSE programme. This will be mostly through discrete PSHE sessions with some aspects taught through links made in other areas, such as science. Pupils need to feel safe, comfortable and confident in sharing their ideas and opinions. As such, a class agreement with appropriate ground rules will be the starting point for each academic year. As part of the class agreement, a question box or 'ask it basket' will be present in each classroom allowing children to ask a question privately. Children will be aware that staff cannot keep secrets that have been told, as stipulated in the safeguarding policy. Lessons are usually delivered in mixed gender groups, but there may be occasions when single gender groups are more appropriate and relevant, particularly in Years 5 and 6.

Health and Wellbeing

- What is meant by a healthy lifestyle?
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing ●

Ways of keeping physically and emotionally safe

- Managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse

- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Living in the Wider World

- Respect for self and others and the importance of responsible behaviours and actions
- Rights and responsibilities as members of families, other groups and ultimately as citizens
- Different groups and communities
- Respecting diversity and equality and how to be a productive member of a diverse community
- Importance of respecting and protecting the environment

Non-Statutory Sex Education

Although sex education is not compulsory in primary schools, we believe that children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how reproduction and conception occurs. This is taught in Year 6.

Children are taught at an age-appropriate level:

- That for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- That when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means

As is legally prescribed, parents and carers have a right to withdraw their child from these additional non-statutory sex education lessons, but this rarely happens: by working in partnership with parents and carers, they recognise the importance of this aspect of their child's education.

It is school policy to give parents and carers advance notice of when the Growing and Changing topics are planned to take place, even when the content is a statutory part of the curriculum. This is to alert parents and carers so that they can support their children's understanding at home.

Resources

SCARF provides online resources that supplement the teaching of each topic area. Resources available to download are:

- Children's individual worksheets

- Paired or group activities/games/worksheets
- Video clips
- YouTube links
- Interactive Whiteboard Graphics

Assessment

The PSHE Association's Guidance to Assessment for Learning and Progression states:

"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. "

Teachers can use the SCARF pre- and post- assessment sheets to monitor how the children perform against their own achievements for each topic and track this achievement in a summative end of unit assessment grid. There is also an opportunity to complete an 'assessment for learning' grid which can highlight areas that need to be followed up by the teacher during the teaching sessions.

Monitoring and Review

In order to determine whether the SCARF programme of study is meeting the children's needs, and to show that the children are making progress, the subject leader will be responsible for monitoring the standard of the children's work and the quality of teaching by conducting pupil voice interviews, monitoring scrapbooks and lesson observations. The subject leader is also responsible for supporting colleagues in the teaching of PSHE/RSE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Inclusion

This policy sets out the need for inclusion by making staff aware of the importance of delivering the SCARF programme of study, making it relevant to boys and girls and ensuring it can be accessed by any pupil who may be transgender. Staff are reminded that children can come from different ethnic, religious and cultural backgrounds and as such must take their views into account by consulting with pupils, parents and carers in order to respect differences. Staff must be aware of the varying home backgrounds that pupils come from and acknowledge these differences during teaching and in the selection of resources. Staff are reminded to be mindful of pupils defining themselves or a family member as gay, lesbian or bisexual and as such delivery of lessons must be sensitive, honest and balanced. Children with special educational needs will have support through modified teaching

aids or a support colleague/pupil to ensure full access to the lesson being delivered.

Confidentiality and Safeguarding

Where a child discloses to an adult any information which could be considered to be a Child Protection issue (for example, disclosure of abuse, the use of illegal drugs, participation in sexual activity or contemplating activity), then the adult makes it clear to the child that he / she can offer no guarantee of the confidentiality given the serious nature of the situation. The disclosure will be referred to the Designated Safeguarding Lead and the usual safeguarding protocols will be followed. (See Safeguarding and Child Protection Policy.)

When sensitive aspects of the curriculum are being taught/discussed in the classroom situation (for example, relationship and sex education, drug education) then staff set ground rules to protect privacy and prevent inappropriate personal disclosures in a classroom setting. It is appreciated that effective teaching which develops an understanding of what is and what is not acceptable, can lead to a disclosure of a child protection nature.

Parental Concerns and Withdrawal of Students

Parents and carers have the opportunity to read school policies on the website. Any amendments or updates will be broadcast to parents and carers allowing them an opportunity to raise and address any concerns.

Parents and carers have the right to withdraw their child from all or part of the sex education programme except any part that is delivered through the statutory national science curriculum. (See above)

Parents and carers will be notified in advance that a sex education lesson is due to take place and will be offered the opportunity to meet with either the class teacher or Headteacher to discuss the planned content of the lessons, before making a decision about whether they wish to exert their right to withdraw their child. If a parent wishes their child to be withdrawn from sex education lessons, they should make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard. However, relationships and sex topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Good communication between home and school will lead to confidence in the curriculum being delivered.

Written by Charlotte Stevenson

This policy is reviewed every 2 years or before if deemed necessary

Last Reviewed April 2026

Next Review April 2028