



# Personal, Social, Health & Economic Education and Relationships & Sex Education Policy

St James' CE Primary School

Governing Body Ratification Date: May 2021  
Issue Date: May 2021  
Review date: May 2024



Members of staff responsible for leading PSHE Education/RSE: Holly Shortland and Barry Pritchard

Line Manager (Member of SLT): Lucy Hayward (Deputy Headteacher)

## **1. Legal requirements of schools**

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools<sup>1</sup>.

## **2. Our approach**

We plan to deliver these statutory requirements in the context of our broader Personal, Social, Health and Economic (PSHE) education.

The Church of England Education Office's faith-sensitive and inclusive approach to Relationship and Sex Education (RSE) 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.'<sup>2</sup>*

This is a responsibility jointly shared between parents and school.

In addition, our PSHE Education and RSE curriculum is underpinned by our school values of:

- **Trust**
- **Forgiveness**
- **Co-operation**
- **Kindness**
- **Hope**

---

<sup>1</sup> Except Independent Schools where PSHE education remains statutory.

<sup>2</sup> The Church of England Education Office, 2019



- **Openness**

We promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation (Ofsted, 2019). PSHE Education/RSE therefore plays a vital role in allowing children to form strong relationships and understanding with everyone in our school environment.

### **3. How this Policy was developed**

This policy was drafted by Holly Shortland and developed in consultation with parents, teachers, other school staff, governors and the pupils at St James' Primary School.

### **4. What is Personal, Social, Health and Economic (PSHE) education?**

Our PSHE education provides a framework through which key skills, attributes and knowledge can be developed and applied. It aims to promote positive behaviour, good mental health and wellbeing, resilience and achievement. It includes helping children to stay safe online, developing healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

It supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.



Relationships and Sex Education will be integrated within this approach.

### **What is Relationships Education and Relationships and Sex Education (RSE)?**

With reference to 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019' by the Department for Education (DfE), definitions are as follows:

**Relationships Education** is the building blocks of positive relationships, with particular references to friendships, family relationships and relationships with other peers and adults, both on and off line. It gives children the essential skills to build positive, enjoyable and safe relationships. From September 2020, Relationships Education is compulsory in all primary schools.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral and emotional development. It provides the understanding of the importance of stable and loving relationships, respect, love and care, as well as puberty, conception, reproduction and birth.

The DfE recommends primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of its pupils. At St. James', the non-statutory elements of Sex Education are taught to pupils to further equip them for their future.

Following the recommendations from The Commons Education Committee (2015), Sex and Relationships Education (SRE) has been renamed as Relationship and Sex Education (RSE) to emphasise the relationships aspect. It is important to make this distinction as the emotional wellbeing of children and their understanding of safe, caring relationships is paramount.

### **5. Intent- How PSHE Education/RSE is provided and who is responsible for this?**

At St James' Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the recommended learning opportunities in the PSHE Association's Programme of Study, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Our PSHE Education/RSE subject leads, Holly Shortland and Barry Pritchard, work in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and are responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE Education/RSE confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.



## **6. Implementation- How PSHE Education/RSE is taught**

PSHE Education/RSE lessons are taught by the class teacher, throughout the whole year, in the usual classes, using a range of interactive teaching methods, eg. activity sheets, films, songs, online games, and drama techniques. Most lessons are taught in mixed sex groupings but some of the sex education is delivered in single sex groups (see Appendix 2).

Lessons can be a weekly standalone lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE Education/RSE leads often discuss this on an informal basis. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

PSHE Education/RSE is rooted in our school vision, values, ethos the Christian faith and the needs of our individual children. Whilst some objectives are delivered through discrete lessons, other aspects are covered through other subjects such as Science, RE and Computing. In addition, it is embedded through positive interactions within our school community, daily acts of worship, themed days, school trips, community events and whole-school events.

## **7. Impact- How PSHE Education/RSE is Monitored and Evaluated**

A range of monitoring tools are used by the subject leader to ensure that children are receiving a robust and developmentally in-depth approach to PSHE Education/RSE. For example; pupil conferencing, monitoring of class books and observations. Any assessments collected are not a judgement on the worth, personality or value of a pupil.

Following the guidance of PSHE Association it is evident that Assessment in PSHE and RSE education should not be about levels and grades but about ipsative assessment (An ipsative assessment in an education/learning context compares a test-taker's results against his or her previous results. This is how I measure myself at the gym - I am pleased that I am doing better than I have before.) This will enable a comparison on an individual basis of pupils building knowledge in comparison to previous years. This ensures that the personal progress is the measure and not that of grade boundaries and set syllabus which would be inappropriate for PSHE Education/RSE.

Pupils are regularly provided with opportunities for self-reflection, in order to inform future planning, ensure progress and for pupils to be responsible for identifying the next stage of learning in their social and emotional development. Consequently, we ensure our pastoral support and teaching of PSHE Education/RSE is responsive.

Each child has a 'PSHE Passport' in KS1 and then again in KS2, to record PSHE, both around specific lessons as well as daily life occurrences and events. Any written work or activities during RSE are recorded in Science books.

In Year 5 and 6, when teaching RSE, a class question box is used to allow pupils to anonymously ask questions. This further ensures pupils' needs are valued and listened to. Each class has a class book to record Relationships Education lessons.



The monitoring of the standards of children's work and of the quality of PSHE Education/RSE is the responsibility of the subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE Education/RSE and being informed about current developments in the subject.

The subject leads give the Head Teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

### **8. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE Education/RSE to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE Education/RSE programme. Work in PSHE Education/RSE considers the targets set for individual children in their Individual Education Plans (IEPs).

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognizing that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

We recognise that some pupils may go on to define themselves as LGBT+, or may have LGBT+ family members and/or friends. Our PSHE Education/RSE acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE Education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Please request to see the school's policy on Anti-Bullying or speak to one of the PSHE Education/RSE Leads for further information.

### **9. Parental concerns and withdrawal of students**



Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the Head Teacher and PSHE Education/RSE lead will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher and PSHE Education/RSE lead will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is a statutory duty for schools to show parents examples of the resources they plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

## **10. Policy Review**

The policy will be reviewed every three years.

## **11. Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)



- Ofsted School Inspection Framework, Equality objectives progress review 2019 to 2020

**This policy should be read in conjunction with the following:**

- Child Protection policy (inc. responding to disclosures)
- Confidentiality policy
- Anti-bullying policy
- DfE 'Keeping Children Safe in Education' (2020)
- Behaviour Policy
- Collective Worship Policy
- Health and Safety Policy





## Appendix 1

The appendix introduces the SCARF medium term planning for the Early Years Foundation Stage and Key stage 1 and 2, as well an overview of our Science programmes of study.

We have chosen SCARF as our PSHE Education/RSE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

SCARF lesson plans are flexible and allow for teachers to meet the needs of the children in their class by adjusting their content in order to meet the learning outcomes.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.



Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

**In addition to specific curriculum content, through PSHE pupils are given the opportunity to:**

- reflect on and feel confident about their contributions to our school and the wider community.
- share problems and identify solutions.
- develop an appreciation and acceptance of various points of view, including prejudice.
- be seen as individuals, respecting their rights, values and beliefs.
- foster good relationships with peers and staff.
- develop a sense of belonging to the school community.
- be aware of behavioural expectations and the purpose of values and rules.
- experience equal opportunities in all aspects of school life.
- experience encouragement, praise and positive reinforcement of good relationships, behaviours and work.
- work as a team, supporting and encouraging one another.
- establish links with the local community to prepare them for the opportunities, responsibilities and experiences of life.
- develop essential life skills and apply knowledge to real-life situations.
- actively develop personal attributes, such as self-esteem, managing risk and resisting peer pressure.
- demonstrate an understanding of the importance of inclusivity and equality.
- develop the ability to make informed choices regarding their social and emotional lives.
- develop positive mental health and wellbeing and be aware of ways of managing it.
- understand who can provide support and advice at St. James' and outside school.



## Further links

PSHE themes make connections with school values, Fundamental British Values (**FBV**) and Spiritual, Moral, Social & Cultural development (**SMSC**).

## Fundamental British Values (FBV)

SCARF provides a robust framework for promoting a positive ethos and values cross the school community, contributing significantly to British Values education, both explicitly and implicitly. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process. British Values enable pupils to develop and demonstrate skills and attitudes that will allow them to participate and contribute positively to life in modern Britain.

There are five British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different Faiths and beliefs

Actively promoting the values means challenging opinions or behaviours that are contrary to fundamental British values.

## Spiritual, Moral, Social and Cultural Development (SMSC)

SCARF provides a strong foundation for children's spiritual, moral, social and cultural education (SMSC) and development; it is at the heart of the SCARF curriculum.

SCARF resources have been carefully planned to a structured series of lessons that follow a spiral curriculum. Children's Spiritual, Moral, Social and Cultural development are a core part of this. SMSC themes threads throughout the resources.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about personal beliefs (religious or otherwise)
- knowledge and respect for different faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity willingness to reflect on experiences

Provision for the moral development of pupils includes developing their:



- ability to recognise the difference between right and wrong
- ability to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British Values

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield
- ability to recognise and value, things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths, cultural diversity and the extent to which they understand, accept and respect diversity
- exposure to a range of cultural experiences to develop equity of cultural experiences
- knowledge of a wide range of culture and skills needed to prepare them for their future success and experiences. For example, a job interview, a conversation with a neighbour and building a work network. This is known as 'cultural capital'.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box.

Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website under policy documents.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead Penny Wardell.

PSHE, including Relationships and Sex Education (RSE)





## Appendix 2

### **Relationships and Sex Education**

RSE is taught in class groups from Year R to 4. In Year 5 and 6, while some sessions are taught in class groups, single gender groups are used as deemed appropriate and relevant. Relationships Education is taught all year round. The majority of RSE is taught in Term 6. RSE may be taught weekly or may be blocked into longer sessions. It is up to the year group team's judgement as to how to organise the sequence of teaching.

#### **The Relationships and Sex Education is divided into four parts:**

- Puberty (statutory within Health Education and National Curriculum Science)
- Conception including sexual intercourse and IVF (non- statutory)
- Reproduction (statutory National Curriculum Science)
- Birth (statutory National Curriculum Science)

By the end of primary school, most pupils will have been taught:

- To recognise and name the main external parts of the body including correct terminology for internal and external sexual organs.
- To know about human life processes such as puberty, conception (including IVF), reproduction and birth.
- To develop an understanding of the physical and emotional aspects of puberty.
- To understand the difference between appropriate and inappropriate touch
- To understand acceptable personal boundaries and where to seek help if boundaries are not being respected
- To explain how HIV affects the body's immune system
- To know who can provide support and advice.

#### **Through Relationships and Sex Education, pupils are given the opportunity to:**

- Consider and explore the qualities of a range of different relationships.
- Develop the necessary skills in order to empower them to make positive decisions about their health and related behaviour for their future lives.
- Understand how to show respect for oneself and other people.
- Develop the ability of young people to make informed choices and responsible decisions.
- Combat ignorance and increase understanding by exploring information about physical, emotional and social aspects of human sexual relationships and development from conception to adulthood.
- Develop the necessary skills for effective communication.
- Counter unnecessary feelings of guilt and anxiety.
- Understand the value of and how to demonstrate respect, love and care.
- Develop skills including negotiation and decision making.
- Understand the importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- Challenge myths, misconceptions and false assumptions about normal behaviour.
- Feel reassured about available support and sources of advice.



### **Safe and Effective Practice**

Teachers have regular training from the subject leader and Coram Life Education regarding curriculum content, using SCARF resources and effective curriculum delivery. Staff have shared and agreed a protocol for teaching Relationships Education and RSE in all year groups.

Staff will establish a safe learning environment by:

- Setting ground rules and creating a group agreement, using the ROCK agreement as a basis (R – respect, O – openness, C – confidentiality and K – kindness).
- Discussing respect and pupil's individuality.
- Distancing the topic from the pupils themselves.
- Allowing everyone to contribute.
- Answering sensitive and controversial questions in a perceptive and unbiased manner.
- Allowing pupils to raise questions anonymously through a class question box before and after the lesson.
- Using distancing techniques such as depersonalising scenarios, using the third person and stories.
- Considering the layout of the classroom to enable discussions.
- Praising all efforts and involvement to develop trust.
- Using correct terminology.