

Hucknall National Primary School



PSHE/RSE Policy May 2025

Statutory from September 2020

Updated: May 2025

Review timescale: May 2026

1. Vision

Jesus said 'I have come that they may have life in all its fullness' John 10:10.

At Hucknall National CE Primary School we strive for life in all its fullness, for all our children, staff and school community.

We endeavour to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

2. Aims

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

Our school focuses 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. We believe that 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.

We teach the content of the PSHE and RSE National Curriculum in EYFS, Key Stages 1 and 2 from September 2020. As a school, we teach these fundamental skills through our PSHE lessons, with aspects of Sex Education such as puberty taught within this in Upper Key Stage 2. Our aims are to equip our pupils with a healthy internal dialogue and resilient approach to life through high-quality learning opportunities which link closely to our school values and church-school ethos. Through following Heart Smart, pupils engage in learning experiences told through stories to build healthy thinking, covering topics such as self-love, relationships with others, emotions, truthfulness and resilience. At Hucknall National, we believe that high quality Heart Smart lessons inspire children to be the best versions of themselves in relation to their personal development and well-being.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework and safe environment in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of personal development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;

- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Promote healthy wellbeing and mental health.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children in accordance to the Equality Act 2010.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

3. Policy development process

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance;
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – copies of the policy was shared with parents and an online form was provided to give feedback;
4. Pupil consultation – we investigated what exactly pupils want from their RSE;
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

This will ensure that the PSHE and RSE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance. The Policy is available online on our website and from the school office.

4. Definition of Relationships and Sex Education (RSE)

- RSE is about the emotional, social, physical and cultural development of pupils, and involves learning about relationships, boundaries, privacy, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

5. Curriculum

Our Heart Smart curriculum was chosen based on the ways in which the programme links closely with our school's Christian values and ethos. The lesson objectives have been mapped against the statutory objectives of the Relationships and Health Education curriculum, as illustrated in Appendix 1 and 2.

The focus of RSE is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with

other children and with adults. Primary sex education will focus on subjects such as puberty, the changing adolescent body, physical and emotional changes as well as menstruation. These will be taught from Year 4 onwards in an age appropriate and sensitive manner following the Heart Smart scheme as well as some adapted resources from Goodness and Mercy.

Sex Education

In Year 6, children will be delivered Sex Education lessons using resources from the Church of England schools resource Goodness and Mercy which teachers will adapt to suit the maturity and needs of their cohort. We define Sex Education as having a scientific understanding of human reproduction and birth. Pupils will know the correct names for body parts and how their bodies work. They will include the following topics:

- How people choose to have babies and how to choose the right time.
- How most babies are made.
- The names of the body parts.
- What the law is on the age of consent for sex.
- Some people believe the best context for this level of closeness is in a long-term, faithful relationship such as marriage.
- Some people prefer to be celibate.
- What happens at conception?
- What happens between conception and birth? (Science)
- Having a baby can be a wonderful event in people's life and is a huge responsibility.

6. Delivery of PSHE/RSE

RSE is taught primarily within what is known as the personal, social, health and economic (PSHE) education curriculum following the Heart Smart scheme of work. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive additional input on how to keep themselves safe through the DAaRT teacher led programme in Year 6.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- o Families and people who care for me
- o Caring friendships
- o Respectful relationships
- o Online relationships
- o Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The PSHE/RSE curriculum will be delivered through:

- A spiral curriculum following the Heart Smart scheme which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older.
- Lessons are delivered to mixed-ability teaching groups.
- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum science.
- The teacher will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement
- All teachers will endeavour to create a supportive environment for all pupils including those of Special Educational Needs (SEN).

Special Education Needs Provision

In order to make sure pupils are able to access the learning in the classroom, resources will be differentiated as appropriate to address the learning needs of children in order for them to have full access to the contents of the PSHE and RSE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum. In some cases, the SENCo and parents/carers may wish to work in partnership with the class teacher to tailor the curriculum for individual pupils. It may be appropriate to offer additional small group sessions for pupils with SEND that allow for questions and discussion.

7. Parental rights to withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education. at primary. Parents wishing to exercise this right must do so in writing to the Headteacher detailing which aspect they would like their child(ren) to be withdrawn from then we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

Staff will inform parents of when they are going to be teaching sensitive material in advance so they have time to withdraw from PSHE if they choose so.

8. Roles and responsibilities

- The governing body - The governing board will approve this policy, and hold the head teacher to account for its implementation.

- The Head teacher – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.
- The Lead teacher will take responsibility for;
 - Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
 - Implementing the policy and monitoring and assessing its effectiveness in practice
 - Ensuring evaluation takes place and that this informs policy review
 - Assessing and coordinating training and support for staff and parents/carers where appropriate
 - Manage all aspects of the RSHE programme developing curriculum materials where appropriate
 - Liaise with external agencies to deliver specific elements of the programme
 - Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- Staff: Teachers conduct RSE lessons in a sensitive manner and in confidence. Staff are responsible for –
 - Delivering RSE in a sensitive way;
 - Modelling positive attitudes to RSE;
 - Monitoring progress;
 - Responding to the needs of individual pupils;
 - Responding appropriately to pupils whose parents wish for their child/ren to be withdrawn from the components of RSE.

All members of the teaching team are responsible for teaching their class RSE at Hucknall National.

8. Managing difficult questions

It is inevitable that controversial issues may occur as part of RSE the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue in accordance to our Safeguarding policy. At the same time students will be offered sensitive and appropriate support.

9. Equality

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristic. At

the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure 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 LGBT content at a timely point as part of this area of the curriculum”.

At Hucknall National we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.

During teaching and learning across the curriculum at Hucknall National, there are discussions of different types of families and celebration of the variety of family make-ups.

10. Staff training

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

11. Monitoring, evaluation and review

To ensure the PSHE programme is effective, is meeting the needs of pupils and complies with the RSE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Learning walks monitoring by the Lead teacher

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively

12. Confidentiality and child protection

It is inevitable that effective PSHE/RSE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching PSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.