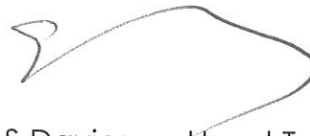


Christ Church CE Primary School

'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6

**Personal, Social, Health and
Economic (PSHE)
&
Relationships & Sex Education
(RSE) Policy**



Signed: Mr S Davies Head Teacher

Date: February 2024

Signed: Mr L Jeavons Chair of Governors

Date: February 2024

Reviewed: September 2022

Reviewed: February 2024

Next Review: February 2026

Background Information

Christ Church CE Primary School
Age Range 3 – 11
Total number on roll – 453

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Christ Church CE Primary School is a voluntary controlled primary school in an inner urban area of Walsall. It is a welcoming, nurturing and exciting place where pupils and adults enjoy learning and work hard. Everyone is valued equally regardless of ability, race, or faith, and all members of the Christ Church family are encouraged to flourish so that they are able to reach their God given potential.

At Christ Church CE, parents and carers play an important role in the school community. We strive to develop positive and supportive relationships and we aim to promote the spiritual, moral, intellectual, physical and cultural developments of all our pupils.

Our Vision and Values

We value all children as unique 'Children of God' and welcome them into our safe, loving and supportive Christ Church family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.

"Train up a child in the way they should go; even when they are old they will not depart from it." Proverbs 22:6

Love

Peace

Thankfulness

Friendship

Forgiveness

Endurance

The children are taught that 'Love' underpins all of the other values. Love is the most important value – for Christians and for our Christ Church CE School family. The teaching of this value supports the children in developing healthy, positive and caring relationships.

'We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). (See Appendix 3)

Policy Development

As part of the implementation of statutory requirements around Relationships and Health Education, all schools must have in place a written policy for Relationships Education/RSE. Schools must consult parents in developing and reviewing their policy and Relationships Education curriculum. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:
Review – PSHE lead, Assistant head teacher and Science lead pulled together all relevant information including relevant national and local guidance. This was shared with school governors.

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations during INSET held during consultation period for parents.

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Parent/stakeholder consultation – the policy/RSE documentation was shared online with parents/carers. Parents/carers and any interested parties were invited to attend a virtual Q&A meeting about the policy and RSE teaching at Christ Church. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE guidance

Definition of RSE/aims and objectives

At Christ Church CE, we believe that the objective of Relationships & Sex Education (RSE) is to help and support young people through their physical, social and moral development. It should help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

As a school, we define RSE as a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about healthy lifestyles, personal identity, relationships and feelings. RSE is about learning about the emotional, social and physical aspects of growing up. At Primary phase, it is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

We ensure that our Relationships & Sex Education curriculum provides all of our children with the age-appropriate knowledge and understanding to prepare them for adulthood.

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Christ Church CE, we believe that that our pupils need to be educated in the Relationships and Sex education (RSE) themes as part of a broad and balanced curriculum, which develops the whole child.

At an appropriate age for our children, it is also about the teaching of sex education, as part of National Curriculum Science. However RSE is taught, it is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond.

RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, and emotionally safe. It is important that pupils are aware of their own bodies and feelings. They need to be educated about any changes that may occur as they grow and to become comfortable with these.

As per the DfE guidance document, there is no parental right of withdrawal from any Relationships Education or Health Education content within the school curriculum, or

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from any statutory Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

As a school, we have currently chosen not to deliver any non-statutory Sex Education content; we only teach what is included in the Science National Curriculum. Please note that DfE statutory guidance also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education - this is not classed as sex education by the DfE. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related themes.

We believe that effective RSE has three main elements:

1. Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Valuing diversity; an acceptance and exploration of difference, promoting equal opportunity e.g. by considering gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Developing communication skills
- Learning how to recognise and avoid exploitation and abuse.
- Reflecting on and evaluating information and opinions, and understanding the impact of external factors, such as the media, internet and peer pressure.
- Being assertive and an independent decision maker

3. Knowledge and Understanding

- Learning and understanding physical development through age-appropriate information
- Understanding human sexuality, reproduction, emotions and relationships
- Developing understanding of important knowledge, so correcting misconceptions and misinformation.
- Knowing what is and what is not illegal in matters relating to relationships.

For this all to happen and for pupils to develop into mature, confident adults, they need a well-planned, age-appropriate programme of Relationships Education starting with a focus on friendships, building of self-esteem, staying safe and mutual respect. We fully embrace the viewpoint of the Secretary of State for Education in the Department for Education (DfE) statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, 2019':

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"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."

Secretary of State for Education

Please note, for the purposes of this policy, we also define Relationships Education as any additional theme and topic that is required content by the DfE within that section of the statutory document. This will be delivered as part of our PSHE education programme of study.

In line with statutory guidance, we define statutory Sex Education as:

Statutory sex education content is part of National Curriculum for Science. (See appendix X for further information on relevant content)

Statutory regulations and guidance

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st century (2014)
- Keeping children safe in education (2019)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Related policies

Other related policies and documents include:

- Anti-Bullying Policy,
- Child Protection Policy,
- Behaviour Policy
- SMSC policy

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- Sexting in schools and colleges policy
- Safeguarding policy

Moral and Values Framework

All children in school will be made aware of the value of a stable, secure family life (a family in whatever context), relationships and the responsibilities of parenthood. They will be helped to consider the importance of self-restraint, dignity, respect for themselves and others. They will be helped to accept responsibility and show sensitivity towards the needs and views of others and show loyalty and fidelity. Our six core Christian values will support the teaching of RSE at Christ Church CE.

Equality & inclusion

The school is committed to the provision of age-appropriate Relationships & Sex Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEND staff.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons, which meet their particular needs and reflect wider society and modern Britain.

Curriculum delivery & organisation

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Delivered as part of our PSHE education programme, Relationships Education is taught gradually across all key stages, so that learning can be built upon in a way that is appropriate to the age and maturity of each child and enables them to successfully manage the challenges they face as they grow up.

We believe that our approach supports current DfE guidance which states that:

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that 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"

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Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

The curriculum model we use is taken and based upon best practice as established by national organisations such as PSHE Association and JIGSAW. This ensures that our delivery is age and stage relevant.

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

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

Outline of the PSHE curriculum

Foundation Stage pupils will learn:

- Learn about how they have similarities and differences from their friends and how that is OK
- Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways.
- The children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The
- Children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want.
- Children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.
- Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships.
- Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

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By the end of Key Stage One pupils will learn:

- Discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask
- The children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied.
- The children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't.
- The children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely.
- Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like.
- Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

By the end of Key Stage Two pupils will learn:

- Children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future.
- The children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues.
- The children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning.
- The children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs

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and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks there are. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.

- The children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.
- Children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.

Organisation

PSHE (including Relationships education) is co-ordinated by Miss Hollis (PSHE Co-ordinator) and is taught through a programme called JIGSAW. PSHE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. A range of teaching methods which involve pupils' full participation are used to teach relationships education.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE elements of PSHE in school. All visitors will be familiar with and understand the school's PSHE and RSE policy and be expected to work within it.

Teaching and learning approaches

The delivery of lessons is designed to give all pupils a chance to explore and investigate subjects in a safe and supportive way across the curriculum. We aim to provide an environment and atmosphere for PSHE where pupils feel safe, relaxed, unthreatened, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussion, particularly around potentially sensitive topics and themes

A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RSE. These will include:

- use of circle time

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- film-clips
- scenarios/case studies
- stories
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- working independently, in pairs or larger groups of children and with children they would not normally work with
- use of learning and class charter's

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and cooperation.

Creating a safe learning environment

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

Ground Rules

The use of ground rules and our school values are fundamental tools in creating a safe and secure learning environment within PSHE/RSE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given below but it is important that these are created in partnership with pupils at the start of lessons/topics so that they are fully embedded in the classroom:

- Listen carefully
- Take turns to speak
- Respect each other's contributions and opinions
- No personal questions or information
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson.

Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline and Kooth. Ground rules are created through the use of JIGSAW charter's and are reflected upon at the start of each lesson.

Dealing with questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked

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- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. teacher, pastoral staff or safeguarding leads.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Monitoring and evaluating PSHE/RSE

Our aim is to provide PSHE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the PSHE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

We aim to monitor the effectiveness of our RSE provision through:

- Lesson visits
- Work scrutiny
- Monitoring of planning
- Pupil feedback
- Staff feedback

Teachers will critically reflect on their work in delivering PSHE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school.

The subject lead for PSHE/RSE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful.

Working with parents/Parental right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We recognise that parents and carers are the primary providers of PSHE/RSE for their children. Our PSHE/RSE curriculum is designed to support and complement this. We aim to build a positive

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and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

We believe that all of the content within each of our school's PSHE/RSE is of the utmost importance and relevance to all pupils. As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Confidentiality & Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider PSHE/RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead.

Whilst teachers conduct PSHE lessons in a sensitive manner and in confidence, children are informed that teachers cannot guarantee absolute confidentiality if they or someone else may be at risk of harm. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead Mr Davies.

Sensitive Issues

Staff are aware that views around PSHE/RSE related issues are varied. However, while personal views are respected, all RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

Roles & responsibilities

It is important to acknowledge that the whole school community has a part to play in the effective delivery of this policy and the curriculum. These are summarised below.

Governors/Head/SLT will:

- Oversee all aspects of this policy
- Develop this policy and review it on a regular basis. This policy is developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to relationships education.

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- Ensure that our schools are fully compliant in delivering statutory requirements within Relationships and Health Education
- Communicate openly with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for PSHE/RSE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

Subject lead will:

- Oversee the day-to-day operation of the school's PSHE/RSE provision
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g. school nurse service, visitors etc.
- Ensure that appropriate resources are available for the teaching of PSHE/RSE
- Develop, review and monitor the teaching of PSHE/RSE and the school policy as requested by the Head
- Report to governors/SLT on the subject as required

Staff will:

- Engage in professional development training around PSHE/RSE provision as required
- Ensure that they are up to date with school policy and curriculum requirements regarding PSHE/RSE and that their practice reflects this
- Tailor their teaching, planning and resources to ensure inclusive provision for all pupils in their class across the whole range of abilities, including those pupils with special educational or additional needs
- Provide regular feedback to the subject lead on their experience of teaching PSHE/RSE and pupil response and direct any queries or questions about delivery to the subject lead as soon as possible
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE/RSE in line with this school policy
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.

Parents/Carers will:

- Share the responsibility of PSHE/RSE to support their child's personal, social and emotional development.
- Engage with their children to continue learning about matters that have been raised through the subject in school and extend their learning appropriately.
- Engage in any consultation/information around PSHE/RSE to ensure that our school curriculum best meets the needs of children
- If needed, seek additional support from the school where they feel it is required

Dissemination

All staff members and governors receive a copy of the PSHE/RSE policy. Training is delivered as appropriate to staff on the policy content and relevant themes.

Copies are available from the school office on request from parents. A copy of this policy can also be found on the school website.

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Appendices

Appendix 1: Curriculum overview

Appendix 2: Statutory Provision of RSE under Science Curriculum

Appendix 3: A Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and Health Education (RSHE).

Appendix 1:

Breakdown of progression and skills ladder.

Appendix 2: Statutory Provision of RSE under Science Curriculum

<https://www.christchurch.walsall.sch.uk/science-11/>

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

"The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online".

Taken from the National Science Curriculum last updated in 2015.

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Appendix 3:



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In *Christ Church CE Primary School*, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6

being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist harmful influences in all forms.**
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity through the teachings of the Science National Curriculum.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.