



Evercreech
CofE Primary School

RSE and PSHE Relationships Education Policy

Start date: September 2023

Review date: September 2026

Review amendment May '26 :

inclusion of statement for provision for those who cannot attend school.

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

How this Document was Developed:

This document was developed through the staff coming together to talk about our school values and what behaviour we would like to see and encourage within our community. A working group was formed consisting of a variety of staff members including our PHSE Lead and Headteacher. We undertook training and learnt the importance of positive relationships and how they impact on the children's and staff's mental health.

'It takes a village to raise a child' African Proverb

Introduction

We are committed to promoting an ethos which encourages relationships built on mutual trust and respect and creates an engaging and empowering climate for learning. All members of the school community ensure our values are high profile through their day-to-day conduct. We understand that relationships are key. Our nurturing and inclusive approach is our driver for how we support our children.

As a Church of England School, we have carefully considered the religious values which are at the heart of our work, underpinning the way we do things as individuals and as a school and our commitment to children and families.

We believe in:

- Developing a sense of hope for the future
- Creating trust at the heart of all relationships
- Showing respect, tolerance and awareness of moral issues such as right and wrong
- Developing kindness and thinking of others
- Encouraging responsibility and independence
- Developing positive relationships – the partnership between home, school and the wider community
- Enabling active members of a constantly changing society

We believe that all of these can be achieved through providing a range of opportunities in a secure, stimulating and purposeful environment where children find learning enjoyable.

All members of staff model high standards of behaviour. Through our conduct, we demonstrate how we establish and maintain positive relationships and deal with challenging situations when they arise.

Rights and Responsibilities



Legal Requirement of Schools

'It is statutory to deliver Relationships, Education in primary schools, and we are encouraged by the Department of Education to deliver Sex Education that ensures that 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 covers the key facts about puberty and the changing adolescent body.

Relationship and Health education includes education regarding physical and mental wellbeing.

Health Education is also statutory in all schools*.

We at Evercreech CofE Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

What is Relationship Sex and Health Education?

The focus in primary school should be 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

**Except in Independent Schools where PSHE remains statutory.*

How is PSHE education, including Relationships Education provided and who is responsible for this

At Evercreech CofE Primary School we use SCARF (Safety, Caring, Achievement, Resilience & Friendship), a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, 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. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme. Our PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support can contact the PSHE subject lead in the first instance to discuss their training needs

Class teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE 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 lead often discuss this on an informal basis. We have chosen SCARF as our PSHE 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.

KS1 and KS2 Content through SCARF

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 (democracy, rule of law, individual liberty, mutual respect & tolerance of those different faiths and beliefs);
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.

The Role of Adults

The Governing body:

The Governing body has delegated the approval of this policy to the Children and Learning Committee.

The Headteacher:

The Headteacher is responsible for ensuring that Relationship, Sex Education (RSE) is taught consistently across the school

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

All staff:

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Monitoring progress

Class teachers are responsible for teaching RSE.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Parents:

The school is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- will carry out our statutory duty to consult with parents and governors on the contents of this policy
- inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- acknowledge that parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- keep a register of any pupils who are removed from lessons and distribute to all teachers involved

Right to withdraw

Relationships and health education are statutory at primary school and parents **do not** have the right to withdraw their child from the statutory subjects but can withdraw from non-statutory sex education.

Confidentiality

Teachers should conduct sex education lessons in a sensitive manner. However, 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 outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the Designated Safeguarding Lead).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

SEND

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equality and Diversity

Schools have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. 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. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning arise.

Dealing with sensitive issues and difficult questions:

- Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.
- A questions box will be available for pupils to ask anonymous questions.
- If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.
- If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time that they are dealing with children.

Access for pupils for who cannot attend school

The school ensures that pupils who are on a reduced timetable, medically unable to attend, or experiencing school refusal continue to receive their statutory Relationships Education, Relationships and Sex Education (RSE) and PSHE provision in line with current Department for Education guidance.

Where pupils are unable to access this learning in school, age -appropriate content is delivered remotely through the school's secure student directory using Office 365. Access is carefully managed to ensure safeguarding, confidentiality, and appropriate supervision. This approach enables pupils to remain included in the curriculum and ensures the school meets its statutory obligations while responding flexibly to individual needs.

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans

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

Non- Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 5 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 5. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 5 and 6.

Children are taught:

- 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
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request.

For more information about our curriculum, see SCARF in Appendix A.

Monitoring and review

Relevant staff members will review this policy on an annual basis. The next scheduled review date for this policy is September 2026.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix A- SCARF



Coram Life Education is the leading provider of relationships, health, well-being, and drugs education to almost half a million children across the UK, delivered under the strapline 'Helping Children Make Healthy Choices'. Trained Educators use evidence-based, interactive, creative methods and resources to stimulate curiosity and imagination amongst children in 1 in 10 English and Scottish primary schools (2,041 schools)

Coram Life Education takes a three strand approach addressing children's knowledge, skills and attitudes, and programmes are aligned with the National Curriculum (Citizenship, PSHE Education), covering all Key Stages. Coram Life Education helps schools meet their statutory requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare. Coram Life Education's programmes are also aligned with Scotland's Curriculum for Excellence. Recognising the role of

the community and home life in influencing children's choices, we design our programme with schools and deliver special sessions and assemblies for parents and carers to amplify our effectiveness.

Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to give busy teachers skills and confidence to embed a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

We have chosen SCARF as our PSHE 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.

