



PSHE (Personal, social and health education) and RSE (Relationship and Sex education) Policy January 2025

“Learn with Love, Flourish in Faith”

Our School Vision

Do everything in love (1 Corinthians 16:14)

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God’s wonderful world.

We believe the six key values which characterise our school are:

- Thankfulness
- Generosity
- Respect
- Forgiveness
- Honesty
- Perseverance

We believe that these core Christian values are fundamental in helping to develop our children into responsible citizens of the future and will allow them to achieve their God-given potential.

Approved by:	Date:
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Aims:

At Church of the Ascension CE Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, resilient, active and responsible citizens. The work we do in PSHE is informed and guided by the PSHE Association.

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop our school's Christian core values of forgiveness, generosity, honesty, perseverance, respect, and thankfulness;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- to have opportunities to consider issues which may affect their own lives and/or the lives of others.

Our curriculum offers a comprehensive and carefully thought out scheme of work, which brings consistency and progression to our children's learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, The Government's British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for children.

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

- o Provide a framework in which sensitive discussions can take place
- o Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- o Help pupils develop feelings of self-respect, confidence and empathy
- o Create a positive culture around issues of sexuality and relationships
- o Teach pupils the correct vocabulary to describe themselves and their bodies

Our approach to RSE will be conducted within our Christian core values framework. Our current values are: forgiveness, generosity, honesty, perseverance, respect and thankfulness.

- o The value of stable and loving relationships

- o Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- o The development of relationships
- o The right not to be abused by other people or to be taken advantage of
- o The right of people to follow their own sexuality, within legal parameters

We believe that pupils have an entitlement to:

- o Age and circumstance appropriate RSE
- o Access to help from trusted adults and helping services

RSE involves consideration of a number of sensitive issues which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- We must teach health education under the same statutory guidance

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving education ... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p8

“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.”

“This is why we have made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy and respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people to develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Forword DfE Guidance 2019 p4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balance curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequence way, within a planned programme of lessons.”

DfE Guidance p8

“All schools must have in place a written policy for Relationship Education and RSE.”

DfE Guidance p11

At Church of the Ascension Primary Schol, we value PSHE as one way to support children’s development as individuals, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life long learning.

We include statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression, we use PSHE Association and PSHE Hub as our chosen teaching and learning programme and resources which is tailored to children’s needs.

3. Curriculum, Content and Delivery

3.1 What we teach

As stated above, we’re required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

Primary statutory health education will focus on:

- o Preparing boys and girls for the changes that adolescence brings

3.2 How we teach it

PSHE at Church of the Ascension Primary School will follow the PSHE Association scheme of work and programme of study. Guidance and resources that are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study are used

which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The Programme of study covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. PSHE will be delivered as an integral part of school life and in a number of ways:

- tackle inappropriate behaviour in a fair and systematic way;
- Assemblies will be used to make links and reinforce class teaching
- pupils’ achievements will be praised and rewarded in Praise Assembly weekly;

- Circle Time activities will be used to encourage: the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and the sharing of ideas with a whole group;
 - opportunities will be given to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher.
 - all subject areas may contribute to the PSHE curriculum, although certain subjects may have a more significant role to play e.g. Science, Geography, History and R.E.
 - through special activities and events, for example theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
 - the School Council gives an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.
 - visitors can share knowledge and experience with pupils so they can extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources they will use will be vetted prior to being shown to the children.
- all pupils at Church of the Ascension Primary School will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender, gender identity or ability. Where appropriate, activities will be differentiated to facilitate this.

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).

Pupils also receive stand-alone education sessions delivered by a professional.

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

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

As a school, we will follow the DfE guidance set out in the Relationship Education, RSE and Health Education document. They recommend: "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."

As a result of this guidance, our non-statutory sex education will be taught in Year 6 and include:

- How a baby is conceived (we will not cover birth due to the emotional and physical maturity of our pupils)

For more information about our curriculum, see our curriculum map in Appendix 1.

For more information about our RSE curriculum, see Appendices 1 and 2.

Pupils may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. The school will take in to particular consideration gender, ethnical and cultural diversity, varying home backgrounds, sexuality and special educational needs.

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).

Informal assessment is carried out according to guidance from PSHE Association. This is made following activities and through cross-curricular links. Where possible, self- assessment by the pupils is also used. Opportunities arise during Circle Times, class discussions, School Council meetings and in dealing with day to day issues to move pupils; learning or development on. These assessments are then reported to parents through parents' evenings and an annual report.

Ground rules and distancing techniques:

Adults are careful to ensure that their personal beliefs and attitudes do not obstruct a balanced approach to teaching RSE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (adult or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Scientific names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Answering children's questions:

Children may be ill informed or confused due to sexual imagery in the media. They may have genuine questions and concerns. In most cases, adults will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the senior leadership team for advice and support.

Adults will follow the following guidance:

- Clear parameters about what is and is not acceptable will be established
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal, the teacher should remind the children of the ground rules.
- Teachers will set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a sensible manner.
- Pupils will have opportunities to write down questions anonymously and post them in a question box
- If an adult is concerned that a pupil is at risk, the Safeguarding policy and procedures will be adhered to.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- › Delivering PSHE and RSE in a sensitive way
- › Modelling positive attitudes to PSHE and RSE
- › Monitoring progress
- › Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

6. Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

7. Monitoring arrangements

The delivery of PSHE is monitored by Mrs E. Birad our PSHE subject lead through:

- planning scrutinies
- learning walks
- book trawls
- pupil and teacher questionnaires

This policy will be reviewed by the PSHE subject lead annually.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Relationships			Living in the Wider World			Health and Wellbeing		
	Autumn 1		Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2	
KS1	Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media Literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Roll A	How behaviour affects others; being polite and respectful	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Roll B	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

	Relationships			Living in the Wider World			Health and Wellbeing		
	Autumn 1		Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2	
LKS2	Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media Literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Roll A	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Roll B	Respecting differences and similarities; discussing difference sensitively	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	personal hygiene routines during puberty	Medicines and household products; drugs used in everyday life

	Relationships			Living in the Wider World			Health and Wellbeing			
	Autumn 1		Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2		
UKS2	Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media Literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe	
Roll A	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Physical contact and feeling safe	Physical contact and feeling safe	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations, immunisation and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid	
Roll B	Expressing opinions and respecting other points of view, including discussing topical issues	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	increasing independence and managing transitions	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	
Overview of puberty session (statutory) and sex education (non-statutory in yellow)			Year 5 girls Key facts about the menstrual cycle and menstrual well-being Strategies to manage menstruation	Year 6 delivered to both boys and girls Physical and emotional changes in puberty Support with puberty Human reproduction Year 6 boys Key facts about erections and wet dreams						

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	