



# St John the Baptist VA Primary School RSE & PSHE Policy

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**Date of Issue:** September 2025

**Issued By:** Teresa Gage

## Our school Vision

Together we are a caring community of ambitious learners, curious to explore the wider world, guided by Christian beliefs and values. As unique individuals we celebrate diversity and support one another in our difference.

**United we strive for excellence-together we shine.**

### Introduction

Today's children and young people are growing up in an increasingly complex world both 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.

Our Relationships, Sex and Health Education (PSHE) policy and curriculum is designed to help children from Reception to Year 6 develop healthy, respectful relationships, whilst presenting children with important knowledge to make informed choices in an age appropriate and a sensitive multi-faith way.

Our approach is underpinned by the concept that as human beings we are unique but also share similarities and takes into account our religious character as a Church of England school

'So God created humankind in his image. In the image of God, He created them'. (Genesis 1:27, NRSV)

The Church of England has set out a bold Vision for Education that is deeply Christian, serving the common good. This is set out in several strands.

These strands include Hope, Aspiration and Courageous Advocacy (Strand 3), Community and Living Well Together (Strand 4) and Dignity and Respect (Strand 5) and all have been built into our PSHE curriculum.

We recognise that character building and character virtues underpin positive relationships and as such, 'character' is not exclusively developed solely through curricular opportunities, but also through interactions with other human beings.

This means all adults who work in our school are in the privileged position of shaping our children's thoughts, values, virtues and attitudes by their own interactions.

### Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.

The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

The new curriculum for relationships education and health education does include content on puberty. The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this PSHE policy also covers health education.

This PSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Safeguarding
- Keeping children safe in education

## Definition

PSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

PSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

## Aims

The aims of our PSHE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

## Roles and responsibilities

An effective programme of PSHE requires support from the whole school community and the following people have specific roles and responsibilities:

### Governors

The governing body is responsible for holding the Headteacher to account for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

### Headteacher

- Overseeing the development and delivery of PSHE.
- Providing staff with the opportunity to contribute to the development of PSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.

- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

### Subject leader

- Leading the development and delivery of effective PSHE.
  - Keeping up-to-date with the development of PSHE.
  - Supporting colleagues as required.
  - Monitoring and evaluating PSHE and providing necessary reports.
  - Liaising with parents and carers.
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- Keeping subject information up-to-date, including on the school website.
  - Overseeing external visitors and resources used in PSHE.

### All staff

- To understand and implement the policy of PSHE.
- To teach RSE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

## Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of PSHE:

- RSE is covered as part of the PSHE curriculum using the coverage of Kapow Primary
- PSHE lessons are delivered weekly
- The length of PSHE lesson depends on the Key Stage (for KS1 – lessons are 40 - 45 minutes long; for KS2 – lessons are 50 - 60 minutes long)
- PSHE lessons are taught by class teachers or where appropriate HLTA's.
- Sex education lessons are taught by children's class teachers
- Where appropriate cross curricular links are made with other subjects and these are evident in planning documents
- Throughout the year there are different focus days e.g. Anti-bullying, summer safety, fire safety etc
- The PSHE curriculum is also enriched by visitors from outside organisations including Essex Fire and Police, who visit throughout the year to brief the children on different safety aspects

## Teaching and learning

PSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.

- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

## Curriculum content

### Long term planning

The school has chosen to use the [Kapow Primary RSE scheme of work](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [Kapow Primary RSE curriculum overview](#).

### Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.