



ST. KATHARINE'S C.E. (V.A.) PRIMARY SCHOOL



PSHE and RSE Policy

Reviewed by	Headteacher and Senior Leadership Team Summer 2025
Review Date	June 2025
Date Determined by Governing Body	11 th July 2025 (FGB)
Next review date	Summer Term 2026

School Vision

We want everyone who is part of St Katharine's to know that they are unique and can flourish and make a difference in God's world, by living out the values of grace, integrity and aspiration, now and in the future.

1. Introduction

All schools are expected to provide PSHE (Personal, Social, Health and Economics) Education in their curriculum and in September 2020, this expectation was strengthened when Relationships and Health Education aspects of the curriculum became compulsory in all schools. In addition to this requirement, at St Katharine's we will continue to teach the non-statutory elements of sex education as we do currently and have for many years. The PSHE and RSE (Relationships and Sex Education) scheme at St Katharine's is part of our SEASIDE curriculum, which is about the whole curriculum and fully supports our vision and values.

Our PSHE scheme, incorporating Relationships and Sex Education (RSE), is delivered through a comprehensive whole school scheme, based on Coram Life Education's SCARF scheme. This scheme covers all of the DfE's statutory requirements for Relationships and Health Education as well as broader PSHE themes such as the rights of a child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements. We have also mapped out the 7 protected characteristics across the curriculum. See picture below -



2. The Church Of England's guidance for Church schools

"The Church of England Education Office (2019) faith-sensitive and inclusive approach to Relationships and Sex Education (RSE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27)

I have come in order that you might have life – life in all its fullness. (John 10:10)"

"Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which are permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear."

The Church of England Education Office (2019) principles and charter for faith sensitive and inclusive Relationships Education and Sex Education (RSE) and Health Education and be found in the following link. https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

3. Legal requirements

- All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.
- From September 2020 it became mandatory for all Primary Schools to teach Relationships Education and Health Education, in line with the following guidance:
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- The Equality Act 2010 states that schools have a legal duty to promote equality and ensure that it does not discriminate against any of the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

4. PSHE Aims

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's SEASIDE curriculum and wellbeing culture. Our school has a powerful combination of a planned thematic PSHE program, which makes strong links to PE, computing, food technology, RE, science and geography as well as other curriculum subjects. Head Heart and Hands Friday provision makes links to PSHE, relationship and wellbeing themes and we are a lead school for using Trickbox to support mental health. The recurring themes of the PSHE curriculum are designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

5. Curriculum

At St Katharine's, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education, based on the five SCARF values of safety (S), caring (C), achievement (A), resilience (R) and friendship (F). 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.

Our PSHE subject lead, works in conjunction with teaching staff in each year group, liaises with other subject leaders 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 should 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 cross curricular.

5.2 PSHE and RSE content

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum. They are:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

5.3 Relationships and Sex Education content

Early Years: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

Year 1: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

Year 2: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

Year 3: introduces themes about change, including bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

Year 4: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

Year 5: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

Year 6: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; ; sexual intercourse; and managing pressure online.

5.4 Science

Within statutory National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5 science, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

6. Teaching and Learning

PSHE lessons are taught by their teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes. In upper key stage two there may be some single sex sessions built in to allow further questions and discussions, if appropriate, when teaching sex education, but all children will be taught all lessons in the scheme. There are many links to our PE, computing and food technology curriculums and aspects of the PSHE curriculum will be taught through these subjects as well.

At St Katharine's, PSHE including RSE is integral in our whole school SEASIDE curriculum and on Head Heart and Hand Fridays and other themed days or weeks we incorporate some of the SCARF themes to our own wellbeing and Head Heart Hand focuses/projects.

Children experience the Coram Life Education sessions in a special dome each year, which they find fun, engaging and memorable, including meeting Harold the giraffe puppet mascot. They have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, and friendships and their influence. They begin to understand the impact of their choices and behaviours on every aspect of their health and wellbeing – and learn the skills and information needed to make positive, informed health choices.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Revisits are integral to the PSHE lesson, looking over past themes or lessons ensuring all children remember the key knowledge per concept.

7. Inclusion

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. The objectives highlighted in yellow on the progression pathway are the key knowledge we aim for all children to know and remember.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all

the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

8. External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the PSHE programme and our wider SEASIDE curriculum. Their input should be carefully planned and monitored so as to fit into and complement the programme. School procedures will be followed with regards to safeguarding and health and safety.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

9. Safeguarding

During all RSE lessons, the correct terms for all body parts and functions will be used. It is important that as well as family names for genitalia being used at home, children know the scientific names too. Nobody likes to think that their child is at risk of abuse, but knowing the correct names for their genitals will help them report abuse if it ever did happen.

Staff should never promise a child that what they tell them will be confidential, as this may not be in the best interests of the child. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding member of staff who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain

children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the confidentiality policy is followed.

10. Sensitive Issues

Staff members are aware that views around RSE and other aspects of the PSHE curriculum are varied. However, while personal views are respected, all lessons are taught without bias. Lessons are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and other PSHE education arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 member of staff if they are concerned.

Our school believes that RSE and PSHE should meet the needs of all pupils, answer appropriate questions and offer support; this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

11. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education or other aspects of PSHE. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education, which actually leaves only a very small amount of non-statutory sex education (sexual intercourse and IVF in the year 6 Making Babies lesson). Prior to our sex education units each year, parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with either the headteacher or subject leader to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. They will discuss with the parent the benefits of receiving this important education, including for safeguarding reasons, and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes,

rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

A request form for withdrawal from aspects of the sex education curriculum can be found in the appendix.

12. Monitoring and evaluation

The PSHE subject leader, will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The PSHE progression pathway ensures progressive and spiralling coverage through the school. Children will be encouraged throughout to reflect on their own learning.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Pupil voice
- Pupil leaders
- Staff meetings to review and share experience
- Parent communication and parent voice

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

The governing body review the RSE policy and provision on an annual basis.

13. Policy development

This policy has been reviewed and developed from the previous, strong policy and practice that has been in place at St Katharine's for many years. Sex education has always been part of our PSHE scheme and it is reviewed by governors on an annual basis. The content of sex education and which year groups it is taught in remains the same as we have been delivering for a number of years. We are now using SCARF lessons and resources for sex education and will share these with parents prior to the unit being delivered.

This policy has been reviewed and updated to reflect the statutory changes to Relationships and Health Education.

13. Related policies

- Behaviour and Anti-Bullying
- Equality
- Health and Safety
- Online Safety
- SEND and inclusion
- Mental Health

- RE
- Child Protection and Safeguarding

APPENDIX 1: Sex Education Request to Withdraw Form

TO BE COMPLETED BY THE PARENTS	
Name of child and class	
Name of parent	
Date	
Reason for request to withdraw from sex education	
Any other information you would like the school to consider	
TO BE COMPLETED BY THE PSHE LEADER OR HEADTEACHER	
Agreed actions from discussion with parents	
Date and signature of member of staff	