



Horsell C of E (voluntary aided) Junior School

At Horsell C of E Junior School we believe we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

PSHE and RSE POLICY	
Date adopted:	
Author/ Owner:	Mrs Gemma Webb
Approved by:	Full Governing Body
Date approved:	
Due for review:	November 2026

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Rationale and ethos

'Do to others as you would have them do to you.' Luke 6:31

Our school values are the glue that bind our community together and make our school vision come alive. These values, which permeate our RSE and PSHE curriculum, are dignity, hope, justice, service, love and forgiveness.

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum. The aims of relationships and sex education (RSE) at our school are to:

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

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).

Legislation

In September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education became compulsory in all schools. The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of science education.

Equality and Inclusion

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department of Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b)

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and section 4.2. of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Curriculum Design

Education about relationships and sex is a lifelong learning process about physical, moral and emotional development. It is about understanding the importance of stability in the family unit with loving and considerate relationships, respect, loyalty, love and care. It is also about the teaching of sexual reproduction and sexual health in ways that are appropriate for the age of the children.

It has three main elements:

1 Attitudes and Values

- learning the importance of values, individual conscience and moral considerations
- learning the value of family life, and stable relationships for the nurture of children
- What British values are
- learning the value of respect, consideration, loyalty, love and care
- Learning to protect themselves and ask for support and help; and are prepared for puberty

2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others; understanding people's differences and avoiding prejudice
- learning how to make choices
- managing conflict
- learning how to avoid exploitation and abuse
- develop confidence in talking, listening and thinking about feelings and relationships
- Learning to understand and manage money, understand borrowing and payment methods and begin to make links with future responsibilities jobs.
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3 Knowledge and Understanding

- of physical development at different stages
- of human sexuality, reproduction, sexual health, emotions and relationship
- children are able to name parts of the body and describe how their bodies work

Through our PSHE scheme of work we focus on:

Family and Relationships, health and wellbeing, safety and the changing body, citizenship, transition and economic wellbeing. Teaching is tailored to the age and physical and emotional maturity of the children. We use the KAPOW scheme throughout the school. Through our science and sex education and relationships curriculum, both boys and girls are taught about puberty and how a baby is born. All children are supported to have a smooth transition to their next year group or school. Year 6 children are supported and reassured in their ongoing emotional and physical development and cover an additional KAPOW unit entitled 'Identity', which consider what makes them who they are whilst learning about their own body image.

Parents of children in Year 6 are informed prior to the commencement of the sex education teaching programme. Parents of Year 6 children are given the opportunity to attend a meeting so that they may view materials and ask questions and so are encouraged to talk with their child about sex and relationships.

National Curriculum Science Areas of particular relevance:

KS2: (Ages 7-11)

- the life processes common to humans and other animals include nutrition, growth and reproduction
- the main stages of the human life cycle

Year 3 are taught about

- the life processes common to humans and other animals include nutrition, growth and reproduction

Year 5 are taught about

- the life cycle of animals, including mammals, amphibians, insects and birds
- animals and their young linked to the adaptation of animals
- changes in the body related to puberty, such as periods, personal hygiene and voice breaking
- growth of a baby to toddler
- The main stages of the human life cycle
- How baby mammals are born

Year 6 are taught about

- relationships, including online relationships
- when these changes are likely to happen, what issues may cause anxiety and how they can deal with these
- how a baby is conceived and born

Safeguarding

Establishing ground rules with children helps teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from Horsell CofE Junior School children. For example:

- no teacher or child will have to answer a personal question
- no one will be forced to take part in a discussion
- only the correct names for body parts will be used
- meanings of words appropriate to the focus will be explained in a sensible and factual way

Distancing techniques

These can help avoid embarrassment and protect children's privacy by depersonalising discussions by using, for example:

- role play
- case studies and invented characters
- appropriate videos
- theatre in education groups

Teachers establish clear parameters of what is appropriate in a whole class setting and are prepared to deal with questions that may arise.

- If a question is too personal, the child is reminded of the ground rules but is offered individual support if needed.
- Children are offered the opportunity to submit written questions that the teacher may take up in general discussion as deemed appropriate.
- If the teacher doesn't know the answer to a question, it is important to acknowledge this and to research the question later if appropriate.
- If a question is too explicit, too old for the child, inappropriate for the whole class, or raises concerns about sexual abuse, the teacher acknowledges the seriousness of the question and makes it a priority to attend to it later, on an individual basis.
- If a teacher is concerned that a child is at risk of sexual abuse, s/he will follow the school's child protection procedures

If parents/carers have particular concerns about aspects of sex and relationship education, the school will discuss the content of the teaching programme. Teachers have a responsibility to ensure the safety and welfare of their children and those delivering sex and relationship education will work within the guidelines and values framework of the school policy. Parents/carers are the key people in:

- teaching about sex and relationships
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibility that sexual maturity brings.

The school recognises that parents/carers may need support in:

- helping their children learn the correct names of the body
- talking with their children about feelings and relationships
- answering questions about growing up, having babies, feeling attraction, sexuality,
- contraception, relationships and sexual health

Teachers and other staff are aware that on rare occasions a child may disclose information or give indications of a child protection issue. The child needs to understand that a teacher cannot guarantee absolute confidentiality, because issues and concerns for a child's safety need addressing. Information about such concerns will only be shared on a need-to-know basis. The school's child protection procedures will be followed, with the guidance of the staff member with designated responsibility for child protection.

Monitoring, reporting and evaluation

Children's understanding, knowledge and skills are assessed through observation, discussion and group participation. Children will be encouraged to talk and reflect on their own experiences.

The PSHE subject leader will monitor the delivery of RSE and PSHE through observation and discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning process
- Monitoring of work
- Staff meetings to review and share ideas

The school believes that it is important to have the support of the parents, carers and wider community for RSE and the RSE policy. Parents and carers are/will be given the opportunity to find

out about and discuss the RSE and PSHE programme through information sessions, leaflets and display.

Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, except for those parts included in the National Curriculum. There is no right to withdraw from Relationships Education or Health Education. Those parents/carers wishing to exercise this right should be invited to see the head teacher and/or the PSHE lead who will explore any concerns and discuss the impact withdrawal may have on the child. Parents/carers should then apply to the head in writing, outlining their request for withdrawal. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

A copy of the withdrawal form can be found at the back of this policy.

Parental form: Withdrawal from sex education within RSE

TO BE COMPLETE BY PARENTS / CARERS

Name of child:

Class:

Name of parent/carer
completing form:

Date:

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Signature of parent/carer:

TO BE COMPLETE BY HORSELL JUNIOR SCHOOL

Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken