



St Andrew's

BERKSHIRE

Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE) Policy

1. Introduction

At St Andrew's School, we aim to start - and regularly build on - the process of giving pupils the knowledge, skills and understanding they require to lead confident, healthy and independent lives. We feel that PSHE is an important part of the school curriculum as the school aims to enable the children to develop as responsible citizens.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. They need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We also believe that children's learning is accentuated in an environment where they feel emotionally and physically secure.

The subject content of our PSHE curriculum, which incorporates the RSE curriculum, will give them the knowledge and capability to take care of themselves and receive support if problems arise. This content supports the wider work of the School in helping to foster pupil wellbeing, as well as develop resilience and character, which we know are fundamental to pupils being happy, successful and productive members of society.

Whilst PSHE is non-statutory, schools do have a statutory requirement to provide Relationships Education (RE) for all primary school-aged children, and Relationships and Sex Education (RSE) to all secondary school-aged children. This includes a Government-mandated requirement to include teachings on what the law allows, and does not allow, with regards to relationships, and the wider legal implications of decisions that pupils make.

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex." Secretary of State 2019

Effective PSHE and RSE are essential if young people are to make responsible and well-informed decisions about their lives. It will help them learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.

2. Statutory and non-statutory guidance framework

This policy has regard to the following statutory guidance:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Under the **Education Act 2002**, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and;
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life.

The **2006 Education and Inspections Act** placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school

It should also be read in conjunction with the School's Safeguarding and Child Protection policy.

3. Definition of Relationship and Sex Education (RSE)

RSE should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the children; it is not just about reproduction and sexual health. These are obviously important, but RSE must also strive to enable children to act responsibly in making and maintaining relationships with others and to feel good about themselves and the choices they make.

It is about the understanding of the importance of marriage, family life, stable and loving relationships, respect, love and care, as well as physical, moral and emotional development. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Children learn about sex and relationships from a young age. Some of the things they might pick-up are incorrect, confusing and frightening. Effective RSE does not encourage early sexual experimentation, rather it enables children to mature, build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

St Andrew's strives to give children the capability to take care of themselves and receive support if problems arise.

RSE is an entitlement for all children and must:

- Respect St Andrew's Christian ethos, as well as the faith perspectives of all pupils;
- Be delivered by competent, confident and enthusiastic educators who have a commitment to ongoing training and CPD;
- Encourage ongoing open and honest communication with parents/guardians;
- Use subject material which is age appropriate and developmentally appropriate;
- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health;
- Be inclusive and sensitive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief. or other life-experiences;
- Encourage the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Ensure children and young people are clearly informed of their rights, for example how they can access confidential advice and health services, within the boundaries of safeguarding;
- Be taught within a learning environment which is safe and supportive for the young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable. This will be created by establishing careful ground rules at the beginning of each appropriate topic area.

4. Statement of aims for RSE

Aspects of RSE are taught as an integral part of the school's PSHE provision from Reception to Year 8. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Key aims include:

- RSE should be culturally appropriate and inclusive of all children, including those with SEND;
- RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

RSE should contribute to the foundation of PSHE by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty;

- can foster healthy child-child communication and behaviour between boys and girls;
- can develop positive behaviours that are inclusive and non-stereotypical;
- can understand how friendships can support mental well-being and;
- can develop healthy nurturing relationships of all kinds.

RSE will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and development of positive attitudes;
- provide information about legal implications;
- comply with the Equality Act, 2010 be is compliant with all statutory Government guidance.

5. Parents and RSE

Parents and carers are the prime educators for children on many of these matters; the school's RSE programme aims to complement the role taken at home.

[As outlined on page 17 of the Statutory Guidance](#), all schools must consult with parents in developing and reviewing their policy and curriculum for Relationships Education and RSE.

The consultation at St Andrew's has included parents being sent a draft copy of the policy, accompanied with a questionnaire and survey and 'It Happens consultation' These gathered additional thoughts and feedback; all comments have been considered, and fed back into the policy where appropriate.

In accordance with statutory guidance, parents will not be able to withdraw their child from Relationships Education. However, parents will be able to withdraw their child from Sex Education (other than the sex education which sits in the curriculum as part of science). Before granting any requests, the Deputy Head (Pastoral) will discuss the matter with parents and, as appropriate, with the child, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum. This discussion would also cover the benefits of receiving RSE, and any detrimental effects that withdrawal might have on the 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.

Parents will be informed when the Sex Education component of science is covered in the Senior School, and when body parts are taught in other Year Groups in either PSHE or science.

If a pupil is excused from Sex Education, it is the School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

St Andrew's will keep a record of all such decisions.

6. Delivery of PSHE and RSE within the curriculum at St Andrew's

The Head of PSHE at St Andrew's is responsible for the design and implementation of the PSHE and RSE curriculum in the Prep School (Years 3 – 8). The Head of Pre-Prep oversees the PSHE and RSE curriculum for Reception – Year 2.

The curriculum followed is aligned to Jigsaw's PSHE scheme in using the 6 main themes contained within its framework. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

- Being Me in My World – *'Who am I, and how do I fit in?'*
- Celebrating Difference – *Respect for similarity and difference: anti-bullying and being unique*
- Dreams and Goals – *Aspirations, how to achieve goals and understanding the emotions that go with this*
- Healthy Me – *Being and remaining safe and healthy*
- Relationships – *Building positive, healthy relationships*

- Changing Me – *Coping positively with change*

Within this, pupils are also taught explicitly about British Values which are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Flexibility and adaptations of this scheme are used to suit the pupils at St Andrew's. The content of the PSHE draws on many sources (including the National Curriculum guidelines for Key Stages 1 and 2). A.L, County materials, SMSC etc.) along with a clear understanding of specific pupil requirements as gauged by a strong pastoral team. We also implement the philosophy that 'Every Child Matters'.

All of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always aiming to provide pupils with the knowledge they need to act appropriately, and within the eyes of the law.

Pre-Prep School: Our Pre-Prep values are embedded into our daily ethos which are: Be Safe, Be careful, Be Kind and Make Good Choices. These Values support many of the objectives.

PSHE and RSE is taught by Form Teachers in Nursery, Reception, Year 1 and Year 2.

Early Years follow the DfE EYFS Framework where the objectives are covered through the following areas of learning.

- Physical Development
- Personal, Social and Emotional Development
- Understanding the World

It is an integral part of their learning, as the many aspects of the Early Learning Goals are steered towards the children's physical and emotional development and well-being.

There is a dedicated PSHE lesson each week for approximately 20 minutes, alongside the half-termly Jigsaw themes. There are daily opportunities to discuss issues that arise during circle time and through stories.

RSE objectives are covered in weekly PSHE lessons and some science lessons; the outline is shown in the table below. Sex Education comes in Unit 6 of Changing Me and comprises of teaching children correct body part names, including the personal areas of the body. We inform parents in writing of the content of the planned lessons.

We supplement PSHE and RSE learning through daily form time, stories, weekly assemblies, cultural celebrations, annual events (including Safety Week and the Living Eggs programme), as well as outside external organisations (i.e. Life Bus).

Prep School:

PSHE is taught on a weekly basis in the Prep School by a team of five teachers. Year 7 is taught by the Head of Mental Health and Year 8 by the Deputy Head (Pastoral). The coverage of Relationships and Sex Education can be seen primarily within the final two columns of the topics of study, shown on page 6 of this document. Currently a minimum of 30 minutes a week is timetabled for every year group to deliver PSHE within the School's curriculum.

Sex Education is delivered within the Science curriculum, which is covered in Year 7. In Years 4, 5 and 6, the PSHE curriculum covers puberty for both boys and girls, whilst in Years 7 and 8 more specific areas are covered, such as body changes in teenage years, sexual abuse (safeguarding) and also the topic of consent. The importance of relationships is covered comprehensively within the curriculum in Years 3 – 8 inclusive; this coverage takes place in the first-half of the summer term for all Year Groups (see pink band in table on page 6).

Rights, responsibilities, opportunities and risks **online** and how the principles of face-to-face relationships should apply in the same way online is taught within the PSHE curriculum but also reinforced in the IT curriculum.

In the Prep School, the PSHE programme is also supplemented by Form Time and assemblies/chapel, as well as outside external organisations and visiting speakers.

There are many cross-curricular links in PSHE with strong associations with most subject areas, e.g. science fulfils many of the health aims of PSHE. In addition, there are many aspects of the extra-curricular programme that contribute, for example the Post CE programme for the Year 8 leavers, visits to places of worship, museums and different environments and visitors from a variety of professions and organisations speak to the pupils about safety, cultural differences and spiritual development amongst other things.

Staff, particularly our form tutors and class teachers, are constantly aware of the aims of the PSHE curriculum as they relate to children each day and therefore the teaching is ongoing in many respects through daily events. Specific times for PSHE include show and tell times, form periods and assemblies undertaken by the Head Master, the Deputy, Head of Pre-Prep, other staff, the local clergy and the pupils themselves.

7. Learning outcomes across the Prep and Pre-Prep

As a result of the **PSHE** programme, the following points are expected as learning outcomes:

- Take part in a wide range of activities and experiences across and beyond the curriculum contributing fully to the life of the school and the local and wider community.
- Recognise their own worth, work well with others and become increasingly independent, and investigative learners.
- Reflect on their experiences and understand how they are developing personally and socially.
- Have a positive sense of themselves and others.
- Learn about many of the spiritual, moral, social and cultural issues that are part of their growing up.
- Use PSHE to build up positive working relationships between children and staff and reinforce the fact that all members of our school family are valued as individuals.
- Understand the importance of family and family values.
- Understand how to become responsible and caring members of the community.
- Understand how to keep themselves safe.
- Take a pride in themselves and their school community and to respect for others, property and the environment.
- Have independence of mind to question and seek to improve themselves and society, whilst respecting law and authority.
- Understand tolerance and respect both for themselves and others around them.
- Understand what a healthy lifestyle means in terms of diet and exercise.
- Recognise the rights and responsibilities of all citizens.
- Have knowledge of public institutions and be positive and active members of a democratic society.
- Value and respect belongings in the environment.
- Develop an understanding of economic well-being.
- Understand our common humanity, diversity and differences.

As a result of the **RSE** programme at St Andrew's, the following points are expected as outcomes of learning.

- RSE at St Andrew's enables children to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, or other type of committed relationship. It teaches children what is acceptable and unacceptable behaviour in relationships, both now and in the future – this includes examining the crucial issue of consent. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and help them understand how such situations can be managed.
- Focus on the importance of building healthy and positive relationships with an emphasis on trust, commitment, restraint, respect, and responsibility, whilst showing sensitivity to different lifestyles.
- Reflect on their individual values and attitudes.

- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions, as well as articulating feelings and emotions, and manage difficult situations positively.
- Explore different moral and religious viewpoints concerning relationships, as well as to value people in all their diversity.
- Develop knowledge and understanding on puberty, development and human reproduction.
- Understand aspects of legislation relating to sexual behaviour. Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity, in an age-appropriate, respectful and inclusive way, including correct anatomical names for the male and female genitalia and the many commonly used names therein.
- Puberty is looked at in age-related stages from Year 4 (introduction) onwards – this is done for boys and girls together but there are also opportunities for discussion in single sex groups. Other areas include periods and what constitutes a normal/healthy period.
- Alongside being taught about intimate relationships, pupils are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
- Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.
- Internet safety is also addressed. Pupils are taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a good understanding of how data is generated, collected, shared and used online. St Andrew's also looks at the issue of consensual or non-consensual sharing of nudes or semi nudes

8. Topics of study for PSHE and RSE

Year Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Rec	<p>Settling in</p> <p>Building relationships</p> <p>How Am I Feeling Today?</p> <p>Gentle hands and kind words</p> <p>Follow routines, take turns & share</p> <p>Being responsible for possessions</p> <p>Taking ownership of things</p>	<p>Recognising what I Am Good</p> <p>Talk about myself positively</p> <p>Being proud of who I am.</p> <p>Empathy towards others</p> <p>Families</p> <p>Friendships</p> <p>Being thankful</p> <p>Celebrating Togetherness</p>	<p>Staying motivated when doing something challenging</p> <p>Work well with a partner</p> <p>Have a positive attitude</p> <p>Helping others</p> <p>Never Giving Up</p> <p>Keep trying even when it is difficult</p>	<p>Feeling Safe</p> <p>Stranger danger</p> <p>People who help me</p> <p>How our bodies move</p> <p>Be physically active</p> <p>Eating a healthy balanced diet</p> <p>Importance of sleep</p> <p>Feeling Healthy</p> <p>Keeping clean</p> <p>Safety week: First Aid, Emergency, Internet Safety</p>	<p>My Family and me</p> <p>Making Friends</p> <p>Solving friendship issues</p> <p>Help others feel part of a group</p> <p>Show respect towards others</p> <p>Helping themselves when feeling upset</p> <p>Falling out and being unkind</p>	<p>Everyone is unique and special</p> <p>Respecting my body</p> <p>Growing up changes in themselves and others</p> <p>Fun & Fears</p> <p>Talk about worries</p> <p>Know how to talk to about change</p> <p>Celebration</p> <p>Looking forward to Year 1</p>
1	<p>Belonging to a class, feeling special and safe</p> <p>Feeling proud of an achievement</p> <p>Recognise a range of feelings when facing different consequences</p>	<p>Same/different to others</p> <p>Being special & unique</p> <p>Know what unkind behaviour is</p> <p>Explore feelings</p> <p>Know who to talk to about unkindness</p> <p>Making new friends</p>	<p>Identify successes and achievements</p> <p>Learning styles</p> <p>Celebrate achievements</p> <p>Identify feelings when faced with a new challenge</p> <p>Recognise obstacles</p> <p>Feelings of success</p>	<p>Making healthy choices</p> <p>Keeping clean & healthy</p> <p>Safety around household products & medicines</p> <p>Keeping Safe</p> <p>Safety week: First Aid, Emergency services, Internet Safety</p>	<p>Different types of families</p> <p>Caring for important people</p> <p>Being a good friend</p> <p>Physical contact (acceptable/unacceptable)</p> <p>Appreciating others</p>	<p>Life cycle of humans/animals, Changes since birth</p> <p>Identify the parts of a body that make boys different to girls</p> <p>Private body parts</p> <p>Learning new things</p> <p>Transition to Year 2</p>
2	<p>Identify hopes & fears</p> <p>Rights & responsibilities being a member of a class and school</p> <p>Belonging</p> <p>Rules and boundaries</p> <p>Listening to others Rewards & consequences</p>	<p>Feeling Proud</p> <p>Gender stereotypes and what is the same and different</p> <p>Bullying is sometimes caused by difference.</p> <p>Explore feelings around bullying</p> <p>Show empathy</p> <p>The importance of being thankful</p>	<p>Feelings about successes & achievements</p> <p>Realistic goal setting</p> <p>Strengths as a learner</p> <p>Recognise people who help / distract</p> <p>Cooperative learning, teamwork, share success</p>	<p>A know what body needs to be healthy</p> <p>Being relaxed Feeling stressed</p> <p>How medicines work</p> <p>Food groups for healthy diet and energy</p> <p>Safety week: First Aid, Emergency services, Internet Safety</p>	<p>Identify family relationships</p> <p>Families are valued & different</p> <p>Physical contact with others</p> <p>Conflict with friends</p> <p>Recognise & appreciate people who can help me</p>	<p>Lifecycles in nature</p> <p>Controlling changes</p> <p>Process of growing young to old</p> <p>Physical differences between boys & girls</p> <p>Respect for others</p> <p>Correct names parts of the body & private parts</p> <p>Passport to Prep School</p>
3	<p>Setting personal goals in Year 3 – what's new?</p> <p>Self-identity & worth</p> <p>Rules, rights & responsibilities</p> <p>Class charter & St Andrew's 6Cs</p> <p>Rewards & sanctions</p> <p>Seeing things from others' perspective</p>	<p>Families & their differences</p> <p>Family arguments and what to do</p> <p>Seeing bullying and knowing what to do</p> <p>Recognising words can be hurtful</p> <p>Giving & receiving compliments</p>	<p>Dreams & ambitions at school and out of school</p> <p>Managing feelings</p> <p>What is success?</p> <p>Recognising & trying to overcome obstacles</p> <p>New challenges</p>	<p>The importance of exercise</p> <p>Keeping safe and why it's important online and offline</p> <p>Looking after your teeth/washing</p> <p>Food labelling and healthy swaps</p>	<p>Family roles and responsibilities</p> <p>Friendships & disagreements</p> <p>Keeping safe online and who to go for help</p> <p>Respecting that other children have different lives and perspectives</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Preparing for transition into Year 4</p>
4	<p>Being part of a class team/School citizen</p> <p>Looking more closely at St Andrew's 6Cs</p> <p>Group decision making</p> <p>Having a voice</p> <p>What motivates behaviour?</p>	<p>What makes us all different?</p> <p>What is a first impression – is it important?</p> <p>Differences between unkindness & bullying</p> <p>Influences on life</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Resilience</p> <p>What are achievements/ failures?</p> <p>Celebrating success in others</p> <p>Being humble</p>	<p>Healthy friendships</p> <p>Peer pressure</p> <p>Group dynamics</p> <p>What is a balanced diet?</p> <p>Personal hygiene</p> <p>Celebrating inner strength</p>	<p>What does a good friend look like?</p> <p>What should I do if I am unhappy?</p> <p>Feeling lonely</p> <p>Respecting others' feelings</p> <p>Jealousy</p>	<p>Being unique</p> <p>Having a baby</p> <p>Puberty – how our bodies change</p> <p>Confidence in change</p> <p>Environmental change</p> <p>Preparing for Year 5</p>
5	<p>You and your year ahead – Study Diaries</p> <p>Rights & responsibilities</p> <p>How behaviour affects groups</p> <p>Democracy/Having a voice</p>	<p>Cultural differences in Britain/World</p> <p>British values</p> <p>Respecting other cultures</p>	<p>What makes you happy at school & at home?</p> <p>The importance of money/career</p> <p>Supporting others – the work of charities</p>	<p>Smoking and vaping</p> <p>Alcohol/Anti-social behaviour</p> <p>Types of drugs</p> <p>Food and healthy choices</p> <p>Emergency aid</p>	<p>Self-esteem</p> <p>Being a good friend</p> <p>Online gaming</p> <p>Screen time</p> <p>Safer online communities</p>	<p>Body image</p> <p>Puberty for girls (menstruation)</p> <p>Puberty for boys</p> <p>Respect for others</p> <p>Coping with change</p>

		Bullying because of being different Types of bullying			Internet safety rules	Growing responsibility in Year 6
6	Identifying personal goals for the year/Strengths & weaknesses/What makes you YOU British values Global citizenship Children's rights Staying safe online – what do we know?	What is normal? Embrace our differences Understanding Bullying – why/how? Kindness Differences as conflict & celebration Sexism - stereotypes Don't judge a book by its cover (or someone's appearance)	Dealing with success and failure Growth v Fixed Mindset Positive v Negative Thinking Personal learning goals in and out of school Years 7 & 8 – hopes & fears	Mental Health What is mental health? What can we do to stay mentally healthy? What can affect our mental health in a negative way? The importance of sleep	Managing your feelings for friends & family Conflict and how to deal with it Sexuality and understanding differences Jealousy	Self-image Body image Puberty & feelings Conception to birth Boyfriends and girlfriends – physical and mental attraction The role of social media in terms of body image & relationships
7	Unique me – what makes you YOU Personal values Influences on life/Peer pressure Being online – the good and the bad The role and impact of social media in today's world	Prejudice & Discrimination RIDE Respect/Inclusion Diversity/Equality (Race/Disability/Gender/Sexuality/Age/Poverty) Challenging negative attitudes in relation to the above	What career as an adult? Employment & Unemployment Social divide across Britain/World Making a difference in the world – how? Looking at Charities Environmental issues	Healthy choices on managing stress Healthy choices on managing substances (vaping) Healthy lifestyle choices (nutrition) Healthy choices on medicines and immunisations	Positive qualities of healthy relationships My changing supportive relationships Getting on and falling out External factors in relationships Assertiveness in relationships Why is banter dangerous? Consent	Mind and body – the changes therein (puberty) Image and self-esteem The media and its influence on our welfare How will I change in Year 8?
8	Self-identity First impressions Stereotypes (putting people in 'boxes') Personal beliefs Respecting beliefs of others	Embracing diversity & equality Multi-cultural Britain What does it mean to be British? Segregation/Race Focus x2: Apartheid in SA – Nelson Mandela & Black Lives Matter including George Floyd	Life as a Year 9 pupil at Senior School Job interviews What will work or university be like? Work or university – pros & cons? Earning money & buying a property What is a mortgage?	Awareness of abuse: Physical, Sexual, Emotional, Neglect, Peer-on-Peer If a friend discloses? Dangers of drugs (include vaping) County lines Mobile phone use & Social Media influences	Being in control of myself Being in control of my relationships Being in control of my personal space Managing control and coercion	Different types of relationships What's in a relationship – positives and negatives Looks and smiles – feelings associated with attraction Pornography in society Preparing for Senior School

9. Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

At St Andrew's, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit) and encompasses Years 4, 5 and 6. The DfE guidance states that sex education refers to human reproduction and in order to teach this in a scientific context, we have opted to teach this within our Science curriculum, as we believe this is most appropriate for our children at St Andrew's. Human reproduction is therefore studied in detail in Year 7 during the summer term.

We are of course happy to discuss the content of the curriculum at any point and invite you to contact your child's class teacher/tutor or the PSHE co-ordinator (Mrs Georgina Weir, Deputy Head Pastoral, Head of PSHE, DSL).

10. Visiting speakers

The school may invite external experts and visitors to enrich and supplement parts of our PSHE and RSE scheme of work. Visits should complement but never substitute or replace planned provision.

All visitors will be carefully vetted and the correct protocol will be followed. When appropriate, visitors such as a school nurse may be involved in the delivery of Relationships and Sex Education. A teacher will always be present throughout these lessons.

11. Equal opportunity

Classroom practice and pedagogy will consider pupils' age, ability, readiness and cultural background as well as those pupils with SEND and will be adjusted to enable all students to access the learning.

PSHE and RSE education can be used as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral care structures and pupil questionnaires.

PSHE and RSE delivery is designed to comply with the Equality Act 2010. Under the provisions of the Equality Act, St Andrew's must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Provisions within the Equality Act allow St Andrew's to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because protected characteristics.

12. Confidentiality and safeguarding

The school acknowledges that RSE is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in KCSIE (2022).

Teachers are aware that effective RSE, which brings an understanding of what is and not appropriate in a relationship, can lead to a disclosure of a child protection issue. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse or have experienced abuse.

Pupils are aware that some information cannot be held confidentially, particularly where concerns exist; disclosures by children to staff will be passed on to the Designated Safeguarding Leads, or their deputies, in-line with the School's Safeguarding and Child Protection policy.

13. Policy Monitoring, Evaluation and Review

The PSHE and RSE programme will be regularly monitored and evaluated. The views of pupils, parents/guardians and teachers will be used to consider changes and improvements to the programme on an ongoing basis.

The PSHE co-ordinator and PSHE teachers are involved in the delivery and monitoring of the programme. Observation and discussion with teaching staff will promote a consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of pupil and teacher evaluation of the content and learning processes, as well as staff meetings to review and share experience.

The policy will be formally reviewed after the first year of delivery and following that, every two years, for the following purposes:

- To review and plan the content and delivery of the programme of study for Relationships and Sex Education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs.

Most importantly, pupils will be given the opportunity to share their feelings and opinions in class, primarily through discussion and confidential questionnaires.

14. The St Andrew's Committee

As well as ratifying the PSHE and RSE policy, the Committee should, in line with the statutory guidance, ensure:

- All pupils make progress in achieving the expected learning outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided to parents and the right to request that their child is withdrawn;
- The subjects are resourced, staffed and timetabled in a way that ensures that St Andrew's can fulfil its legal obligations.

15. Formation of the policy

This policy has been written in consultation with staff and parents; they have had the opportunity to comment and contribute.

The policy is also available on St Andrew's website

Document Review History

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April 2023

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