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St George's **School, Bourton**

RSE and PSHE POLICY

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RSE (+PSHE) Policy

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In this school community, each person is valued and respected in the belief that all people are created and loved by God.

1. How our Policy was Formulated

This policy has been compiled through a review of the previous 'SRE policy' and 'PSHE Policy' by the Curriculum Leader for PSHE.

The policy, has also drawn on guidance from:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (June 2019 – Revised July 2020)
- Corum Life Education Policy Guidance.
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

In considering the formulation of the policy, other contextual information and factors were considered. For example, the school's status as a Church of England (VA) school and its distinctive Christian character and vision as a church school.

This policy should also be read in conjunction with the following policies:

- St George' School Safeguarding (inc' responding to disclosures) Policy
- St George's School Anti-bullying Policy
- Pickwick Academy Trust Equality, Diversity and Inclusion Policy
- DfE Keeping children safe in education

2. Clarification of RSE and PSHE

Throughout this policy there will be reference to RSE and PSHE. (Glossary of abbreviations can be located at the end of this policy.)

The Department for Education has introduced a new curriculum for Relationship Education, Relationships and Sex Education and Health Education. This is commonly shortened to RSE. It is the statutory requirement that schools are now required to deliver as part of their primary curriculum.

The new guidance does not cover everything needed for a comprehensive PSHE curriculum though. Vital elements such as the rights of the child, caring for the environment, economic education, and parts of British Values and SMSC are not included. These are elements that have previously been covered through our PSHE programme and are still considered an important component when developing the personal, social, emotional wellbeing and development of children and help prepare them for their future lives.

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Therefore, at St George's we have identified a comprehensive scheme (outlined later in this policy) which we will be delivering across the school which provides a rich thorough curriculum, covering relevant PSHE objectives taken from the previous PSHE Association's Programmes of Study's Learning Opportunities for Key Stages 1 and 2, whilst also delivering the statutory RSE requirements.

Lessons within school will still be referred to under the all-encompassing heading of PSHE.

3. Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE for staff, parents/carers and governors. To be accessible to all of these groups, the document is available on request (and available on the school website) and is presented in a way that is easy to understand. RSE- or SRE as it was formerly known - is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). It is a developmental process and is about helping and supporting young people through their physical, emotional and moral development.

The main aim throughout the school is to prepare children, so that when they are introduced to facts about human sexuality they do not find them shocking, or frightening in any way, but appreciate them as part of a natural process. Moral values are transmitted which extol the virtues of family life and relationships and promote a positive self-image in each individual. Pupils learn to respect themselves and others. By using a well-structured approved on-line programme (SCARF), we will complement and support the work of parents.

The new objectives for the RSE curriculum will sit alongside, compliment and enhance our ongoing aims for PSHE, which have been to enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth and teach them how society is organised and governed. We teach them about rights and responsibilities and learn them to appreciate what it means to be a positive member of a diverse multicultural society. We also ensure that they experience the process of democracy in school through the school council.

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.
- Become aware of personal changes as they grow throughout a sex and relationship unit.
- Gain a good understanding of drug education.

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The school is committed to the provision of RSE + PSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

We are also confident that our choice in scheme is one which supports recognises and supports the Christian ethos of our school. The providers of the scheme state that:

"The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship. We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships. We feel there is a natural fit between these values and the ethos of schools with a religious character."

4. Curriculum + Statutory Requirements

The RSE requirements are that by the end of primary school children will have been taught content on:

Relationships Education

- Families and People that Care for Me.
- Caring Relationships.
- Respectful Relationships.
- Online Relationships.
- Being Safe

Health Education

- Mental Wellbeing.
- Internet Safety + Harms.
- Physical Health + Fitness.
- Healthy Eating.
- Facts + Risks Associated with Drugs, Alcohol + Tobacco.
- Health + Prevention.
- Basic First Aid.
- Changing Adolescent Body.
-

See 'Appendix 1' for an overview of the objectives within these areas.

It is not statutory to cover the 'Sex education' part of the RSE curriculum until secondary school. Therefore, these objectives have not been included. The school however continues to teach aspects of SRE through the existing science curriculum. This 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. This is compulsory but is age specific.

In order to deliver a comprehensive curriculum for our children, that ensures the required objectives are taught in a systematic, age appropriate way, we follow a scheme of work taken from the CORAM/SCARF curriculum. This is an age appropriate curriculum used by many schools across the country.

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This curriculum provides six half termly units that are taught in each year group. Each unit has its own age specific content that contributes the development of children's understanding and skill acquisition.

The six SCARF units taught in school are:

- Me + My Relationships.
- Valuing Difference.
- Keeping Myself Safe.
- Rights + Responsibilities.
- Being My Best.
- Growing + Changing.

Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

A curriculum map, specific to St George's, is available on request and via the school website. This outlines all the statutory RSE objectives and illustrates which lessons (and in which year groups) the lessons are taught. It is important to remember that the knowledge and understanding is progressive. Therefore, even if an objective is covered in Reception, it will then be revisited throughout primary school, in age appropriate ways, culminating in a thorough, comprehensive understanding by the time a child reaches the end of their primary school journey.

The following link www.coramlifeeducation.org.uk/scarf/ can also be used to obtain additional information regarding the specifics of the SCARF curriculum.

The school is following the 'suggested half termly units', as these have been carefully mapped out to progressively develop children's understanding throughout their time at primary school. This website also provides a full curriculum overview which outlines how the lessons cover both the RSE requirements and the PSHE Association's Programmes of Study's Learning Opportunities for Key Stages 1 and 2.

Reception (EYFS) are included within the SCARF curriculum and will be participating in SCARF lessons, alongside other continuous provision activities that are set up in the classroom. These lessons and ongoing activities will support the Reception children within the areas of 'Personal, Social and Emotional Development' and 'Understanding the World'.

5. Organisation/Teaching

RSE should not be delivered in isolation but firmly embedded in relevant curriculum areas. At St George's school the main content is delivered during PSHE (through the SCARF Curriculum) and Science lessons.

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RSE will be delivered by the class teacher, in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. Class teachers make choices about ways of working, as appropriate to their own classes and will adapt teaching styles, resources and plans accordingly. As within every subject, staff will be sensitive to children's cultural backgrounds, learning needs and where necessary or appropriate, liaise with parents and other members of staff within the classroom to ensure the curriculum contact is accessible and appropriate for all children within the class.

The school follow 'SCARFS' suggested half termly units, as these have been carefully coordinated to ensure that there is through coverage of the required objectives. The curriculum is a 'spiral' curriculum which means that there are foundation blocks developed through year groups, resulting in the end outcome of the statutory requirements being achieved comprehensively by the end of primary school, whilst also delivering a comprehensive, full PSHE programme.

We believe that staff and pupils have respectful and trusting relationships with each other, which we feel promotes effective RSE + PSHE teaching within our school. This is partly achieved by ensuring there are a set of ground rules, before embarking on the lessons, to ensure a safe environment for both adults and pupils is established. Pupils are encouraged to discuss and question and where necessary distancing techniques are used to avoid embarrassment and maintain privacy. Pupils are encouraged to reflect on their learning and following sessions, a question box is often provided so that pupils may maintain anonymity with questioning.

Visitors may be invited in to school to support this work because of their particular expertise or contribution they are able to make; all visitors are familiar with and understand the school's RSE policy and work within it. They are supervised/supported by a member of staff at all times and their input is monitored and evaluated by staff and pupils. This evaluation informs future planning.

6. Assessment, Monitoring and Evaluation

Assessment and evaluation of the RSE programme outside the science is conducted using a variety of activities which are built into the RSE programme of study. This can include peer assessment and self-assessment alongside the class teacher using age specific descriptors (produced by SCARF) to make a professional judgement on a children's attainment. This is recorded termly and monitored by the subject leader. Teachers delivering RSE, constantly evaluate their lessons in line with the St George's Feedback and Marking Policy and use observations to inform future assessment and future planning. SCARF lesson plans are used throughout the school; however, a teacher can use their professional discretion to make adaptations where necessary to suit the needs of their particular cohort. Any formal recording of work that children complete will be kept in their individual PSHE exercise book or will be included within the class PSHE Floor book and class displays.

Elements of sex education in the science curriculum are assessed formally using guidance from the Science Curriculum.

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Reception (EYFS) will also have assessment judgements made in order to complete their 'Early Years Profile'. This will involve judging whether they have achieved the Early Learning Goals. Assessment of the Early Learning Goals is ongoing throughout the year and uses a combination of elements such as observational evidence from home and school, verbal evidence and completed practical and paper based activities.

7. Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE 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 Safeguarding Lead if they are concerned.

St George's School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with issues relating to issues such as sexual orientation, transgender or gender ambiguity.

8. Confidentiality and Child Protection

As a rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (Mrs Jill Farndale) or Deputy Safeguarding Lead (Mr Tom Abbott) who takes action as laid down in the Safeguarding and Child Protection Policy. All staff 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.

9. Sex Education within RSE

Within the SCARF curriculum developed by Coram Life Education, sex education is interpreted to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and are included in either Health Education or National Curriculum: Science.

The only lesson within the units we are following at St George's, that contains a non-statutory (for primary school) element of sex education is the year 6 lesson 'Making Babies'. Parents will be informed about this lesson when it is coming up, will be given more details about it and will have the opportunity to withdraw if they would prefer their child to not take part in that lesson. There is a way this lesson can be adapted to leave out the non-statutory element. See the statement below from Coram Life Education:

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'The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson. NB: this lesson can be adapted to ensure no non-statutory sex education is taught (this would be by omitting the sexual intercourse elements).'

10. Withdrawal

Following the Government's guidelines Parents **will not be able** to withdraw their children from any aspect of **Relationships Education or Health Education** (which includes learning about the changing adolescent body and puberty).

Parents **will be able** to withdraw their children from any aspects of **Sex Education** other than those which are part of the science curriculum. (Note: sex education will not be statutory in primary schools; however, the new statutory guidance makes clear that schools *should* still provide a programme of age appropriate sex education)

Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or PSHE Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

The curriculum overview that can be obtained on the school website and more specific details regarding the lessons can also be obtained on the SCARF website.

<https://www.coramlifeeducation.org.uk/scarf/>

11. Dissemination of This Policy

All staff members and governors have access to the RSE policy. Copies are available from the school office, on request, from parents and it is also available on the school website.

12. Glossary of Abbreviations

PSHE - Personal, Social, Health Education.

RSE - Relationship Education, Relationship + Sex Education, Health Education.

SRE - Sex + Relationships Education.

SCARF- Safety, Caring, Achievement, Resilience, Friendship.

DfE - Department for Education.

13. Policy Review + Development / Action Plan

Once this policy has undergone a consultation with parents and a final draft has been ratified by the school governors, it will then be reviewed annually, unless any new guidelines or recommendations are produced prior to the set review date.

A subject action plan is written by the Curriculum Leader annually and actions are monitored, evaluated and reviewed termly.

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This development plan includes staff training. St George's School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The subject leader should access courses or INSET opportunities to assist staff involved in the delivery of RSE where necessary and if available.

14. Additional Covid Note

During the National Pandemic the school will be following official government advice regarding practice and procedures. For Further information, refer to the school COVID Risk Assessment and the Remote Learning Policy.

Draft - composed March 2021.

Draft published for parent consultation 1st April 2021 – 19th April 2021.

Finalised policy ratified at Governor Curriculum and Pastoral Committee Meeting May 2021

Policy Written by Mrs J Farndale

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Appendix 1

Overview of The Statutory RSE Objectives for the End of Primary

Relationships Education

Families + People Who Care For Me	<p>Pupils should know:</p> <ul style="list-style-type: none"> *that families are important for children growing up because they can give love, security and stability 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 *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 *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 *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> *how important friendships are in making us feel happy and secure, and how people choose and make friends the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded *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 *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
Respectful Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> *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 practical steps they can take in a range of different contexts to improve or support respectful relationships *the conventions of courtesy and manners *the importance of self-respect and how this links to their own happiness

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	<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>
Online Relationships	<p>Pupils should know:</p> <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 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>Pupils should know:</p> <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 where to get advice, for example family, school or other sources</p>

Health Education

Mental Wellbeing	<p>Pupils should know:</p> <p>*that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>
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	<p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <ul style="list-style-type: none"> *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing *where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) *it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet Safety + Harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> *that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private *why social media, some computer games and online gaming, for example, are age restricted <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <ul style="list-style-type: none"> *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted *where and how to report concerns and get support with issues online
Physical Health + Fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> *the characteristics and mental and physical benefits of an active lifestyle *the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise *the risks associated with an inactive lifestyle (including obesity) *how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> *what constitutes a healthy diet (including understanding calories and other nutritional content) *the principles of planning and preparing a range of healthy meals *the characteristics of a poor diet and risks associated with unhealthy eating (including,

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	for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs + Tobacco	Pupils should know: *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use + drug-taking
Health + Prevention	Pupils should know: *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn *about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist *about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing *the facts and science relating to allergies, immunisation and vaccination
Basic First Aid	Pupils should know: *how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing Adolescent Body	Pupils should know: *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes *about menstrual wellbeing including the key facts about the menstrual cycle