



Northbourne Church of England Primary School

PSHE (inc. RSE) Policy

School Mission Statement Northbourne CEP School

VISION STATEMENT:

Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God's countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review every year

**Reviewed
Sep 2025**

**Next review
Sep 2026**

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

In addition, Curriculum requirements as from September 2020, under The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019:

- Relationships education is compulsory for all pupils receiving primary education.
- Health education is compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

PSHE

At Northbourne CE Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Kapow Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

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

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

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

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

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

Our PSHE policy is informed by existing DfE guidance:

Keeping Children Safe in Education (statutory guidance)

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole

school approach that promotes respect and discipline)

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils

Equality Act 2010 and schools

SEND code of practice: 0 to 25 years (statutory guidance) Alternative Provision (statutory guidance)

Mental Health and Behaviour in Schools (advice for schools)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Sexual violence and sexual harassment between children in schools (advice for schools) The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social

and cultural (SMSC)

SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (PSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

Definition

PSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will

support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

PSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. The PSHE curriculum links closely to our School and Christian Values.

Aims

The aims of our PSHE programme are:

- To provide accurate and age-appropriate information
- To include all children
- To help children make informed choices
- To develop knowledge, skills and attitudes
- To build confidence and self-esteem
- To develop personal attributes
- To prepare children for the next stage of education and adulthood
- To develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Roles and responsibilities

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

- Governors have a responsibility to approve the PSHE curriculum content and resources. They annually review the PSHE policy to ensure that it is in line with national requirements and Church of England requirements.
- PSHE lead has a responsibility to oversee the development and delivery of PSHE across the school and provide staff with the opportunity to contribute to the development of PSHE. They also provide the governors with information regarding changes and developments in the PSHE curriculum and ensure that the PSHE curriculum meets all of the national and Church of England requirements. They liaise with parent and carers regarding the PSHE curriculum and ensure that parents have access to the curriculum and resources being used in school.
- All staff have the responsibility to understand and implement the policy of PSHE and to teach PSHE in line with the agreed curriculum. They also have the responsibility to assess and monitor the progress of the children and to respond to the needs of individual children.

Curriculum Organisation

Our PSHE curriculum covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

At Northbourne CE Primary School we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver all PSHE lessons.

Teaching and learning

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

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

Curriculum Content

At Northbourne CEP School, we have chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group. The long term curriculum plan and parental guidance document can be found on the school website.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The PSHE curriculum will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

- Year 6: Safety and the changing body, Lesson 5: Conception
- Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth

If you wish to discuss withdrawing your child from sex education, please speak to the class teacher or Mr Reynolds about your concerns.

Safeguarding

PSHE covers a range of sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Any safeguarding disclosure will be dealt with in accordance with our school safeguarding policy.

Support

During the PSHE lessons, the children will be discussing some sensitive topics. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The children will be made aware of in-school support, such as talking to trusted adults; and external supports, such as Childline and child appropriate websites.

Monitoring and evaluating

The head teacher and subject leader will be responsible for monitoring and evaluating PSHE in line with other subjects. This will take place through regular lesson observations, learning walks, evidence of learning in books and feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly to ensure that the curriculum remains up to date with government guidance.

Review

This policy will be reviewed annually.