



PSHE/ RSE Policy

Review Due:	January 2026
Last Review	January 2024
Applicable to:	Abbot Alphege Academy
Reviewed By:	EC
Approved By:	LGB

Safeguarding Statement

At Abbot Alphege Academy we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Abbot Alphege Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning and working environments. Our staff, Trustees and governors who plan, agree and deliver our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff and pupils) and the learning environment we provide will be safe and accessible for those studying and working.

Vision

At Abbot Alphege Academy we aim to ensure that all of our pupils develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community, make informed choices and manage their life effectively. We explore, develop and celebrate Safety, Caring, Achievement, Resilience and Friendship. We will always value opinions and differences and discuss or challenge when required in a safe and secure learning environment. We embrace the ways in which Personal Social Health and Economic (PSHE) education supports many of the principles of safeguarding and its close links to the school's Safeguarding policy and the Social Moral Spiritual Cultural (SMSC) and British Values.

Introduction

Effective Relationship and Sex Education (RSE) is a lifelong learning skill and can make a significant contribution to the development of the essential skills needed by pupils if they are to establish and maintain healthy, respectful, enjoyable, positive and non-exploitive relationships. It supports pupils to be aware and understand how to build positive relationships online and how to stay safe. It also enables pupils to make responsible and informed decisions about their health and well-being. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

Statutory guidance

At Abbot Alphege Academy we teach PSHE and RSE as set out in this policy.

It is a legal requirement to teach Relationship Education in Primary Schools. All Schools will have a PSHE/RSE programme which is tailored to the age and physical and emotional maturity of the pupils. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education (2022)
- Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

What is PSHE/RSE?

Our PSHE education, including statutory Relationships and Health education, and sex education (as recommended by the Department for Education or 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
- understanding and managing risk
- helping pupils to stay safe online
- developing 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 school's curriculum and culture.

Our PSHE/RSE Curriculum will:

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.

The Curriculum will be taught using the following headings

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

For the Early Years Curriculum, PSHE/RE will be taught within Personal, Social and Emotional Development

- Making Relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Implementation

Delivery of PSHE and RSE will be taught within the personal, social and health (PSHE lessons within class).

Some biological aspects of sex education will be taught within the science curriculum. At Abbot Alphege Academy, we have developed our PSHE scheme of work for Early Years and Primary using Jigsaw and the PSHE Association.

We believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching on LGBTQ+ relationships through teaching about different types of family, including those with same-gender parents/carers.

Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Teachers and/or teaching assistants work with individual pupils where required and if appropriate.

Sessions may be delivered as whole class, small groups or individual work and this will be decided by the class tutor in collaboration with the family and/or the PSHE lead.

There will also be school assemblies or workshops which will address PSHE/RSE. These may be led by visiting external agencies.

Terminology is very important when delivering PSHE/RSE sessions. This also links to safeguarding and it is important for pupils to name body parts correctly. See Appendix A for the list of vocabulary which will be used during sessions. Staff will again give careful consideration and will teach vocabulary when it appropriate for pupils and will discuss with parents/carers where appropriate. Each week the class tutor will post any new terminology which will be used during the RSE session using Class Dojo.

Pupils may ask questions during sessions which staff will answer factually and age appropriately. This may be 1-1 or as a class group depending on the specific question asked. The class teacher will inform parents/carers if any questions have been discussed which did not relate to the lesson being taught that week.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in PSHE/RSE sessions. Pupils will treat others with respect and sensitivity when discussing issues relating to PSHE/RSE. Pupils will also be asked to not discuss any other pupil's personal information which may have been discussed during a session. At the beginning of each session pupils will agree to set rules which have been created by the class where appropriate.

Parents/Carers

Parents do not have the right to request that their child be withdrawn from Relationships Education. 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. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a pupil, the Headteacher or PSHE/RSE Lead will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will discuss with the parent the benefits of receiving this important education 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 or TA (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.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through yearly parents/carers information evenings and the school website. Ongoing communication with parents about what is planned to be taught and when, will be provided using schools communication systems. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

5. Impact

The delivery of RSE is monitored by the PSHE/RSE Lead and senior leadership team through:

- Lesson observations,
- Learning walks,
- Evidence for Learning (EFL),
- Feedback from staff and children.

Pupils' progress in RSE is monitored by class teachers as part of our internal assessment systems.

There is clear progression of skills for pupils to develop using the Jigsaw PSHE Scheme which meets all statutory RSHE requirements, it demonstrably develops educational outcomes alongside improving mental health and the safeguarding of all.

This policy will be reviewed every two years. At every review, we will consult parents and pupils on any changes and Government updates and the policy will be approved by the School Governors

RSE Terminology (Primary) – Links to Science – naming body parts

Early Years/ KS1

Consent, Private parts, dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, granddad, step mum, stepdad

Similar, different, family, boy, girl, male, female,

Penis, testicles, vulva, nipples, testes, vagina, womb, anus, stereotypes, gender roles, fostering, adoption, relationship

Private and Public places

KS2

Puberty, lifecycle, reproduction, physical changes, breasts, sperm, egg, pubic hair, emotional, feelings

Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, sanitary products (moon cup ...), uterus, wet dreams, semen, erection, sweat, breasts, spots (acne), pubic hair, facial hair, underarm hair, feelings, bodily fluids (discharge), foreskin

Same sex relationships/ Families

Internet safety

Resources

Jigsaw PSHE

<https://jigsaweducationgroup.com/programmes/jigsaw-pshe/pshe-primary/>

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

NSPCC

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