

Stanborough Primary School and Nursery

PSHE and RSE Policy



Approved by:

Date:

Last reviewed on:

August 2025

Next review due by:

August 2026

OUR MISSION STATEMENT

God's love is at the heart of our School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.

OUR GOLDEN RULE

'Love your neighbour as yourself.' Mark 12:31

INTENT

Personal, Social, Health & Economic (PSHE) and Relationship & Sex Education (RSE) is at the centre of everything we do at Stanborough Primary School. We study these subjects in the classroom; through everyday school life; in class and whole school assemblies; through cross-curricular opportunities; and in ways we care for and nurture one another in the wider school community.

At the heart of the Christian life is a loving relationship with God, which embraces all people and creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationships as it is there that sexuality grows and develops.

Love and respect for our fellow men and the world around us are key to the way in which we perceive and treat others and what expectations we set for our own standard of behaviour. These are the areas that we concentrate on to ensure a happy and full life.

We believe children should:

- Enjoy and achieve academically, socially and artistically
- Be healthy
- Stay safe
- Have positive and happy relationships
- Enjoy emotional health
- Make a Positive Contribution to school, community and wider world life by word and deed
- Nurture a strong partnership between home and school
- Develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners
- Establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe

The school includes the teaching and learning of important values which reflect the fundamental British Values, such as - democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and even those without. Our RSE programme encompasses values related to the importance of stable relationships, marriage and family life. We promote God's call to love others with a proper respect for their dignity and the dignity of the human body.

IMPLEMENTATION

We learn through:

- Participating in discussion and sharing ideas
- Personal and shared research
- Circle times (at teachers' discretion)
- Working in groups
- Role play
- Reading stories
- Inviting visitors to talk to us about their lives and experiences
- Playing games together
- Watching films
- Using computer information and games
- Facing different life experiences presented to us through each school day.
- Whole school assemblies

Content

We teach children about:

- Similarities and differences
- Caring and responsibilities
- Families and committed relationships
- Healthy bodies, healthy minds
- Coping with change
- Healthy and happy friendships
- Respect for the views of other people;
- Sexual abuse, and what they should do if they are worried about any sexual matters (NSPCC).

The programme is age-appropriate and developmentally appropriate, allowing learning needs to reflect each stage of the child. Since we are committed to the education of the whole child, teaching on relationships is cross-curricular through the vehicles of our Spiritual, Moral, Social and Cultural (SMSC) activities, and through our PSHE and RSE programs of study. It is integrated, with the School working in partnership with parents to give pupils a consistent message about the meaning and value of human relationships. The School will ensure that pupils are given a broad and balanced RSE programme which provides them with clear, factual, scientific information when relevant and meets the statutory requirements.

Balanced Curriculum

We will ensure that pupils are offered balance by providing PSHE/RSE programme that offers a range of viewpoints on issues. This includes elements of the National Curriculum and Relationship and Health Education. Teaching will be underpinned by the Law and will distinguish between fact and opinion. Although the sequence is developmental certain themes are repeated in Class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils.

Early Years:

Children learn:

- That other children don't always enjoy the same things, and are sensitive to this.
- About similarities and differences between themselves and others, and among families, communities and traditions.
- To say when they do or don't need help
- To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and learn that some behaviour is unacceptable.
- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- About ways to keep healthy and safe.
- To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently and develop an understanding of growth, decay and changes over time.
- Safety and recognising risks

KS1:

- Forming friendships and how kind or unkind behaviours impact other people.
- Different types of families;
- Similarities and differences between people and how to respect and celebrate these.
- Identifying who our special people are and how they keep us safe.
- What a family is (including difference and diversity between families), and why families are important and special.
- Our bodies and the amazing things they can do. Learning the correct names for different body parts.
- Growing from young to old and how we have changed since we were born.
- Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.
- Exploring different strengths and abilities. Understanding and challenging stereotypes.
- The different communities and groups we belong to and how we help and support one another within these.

- The different people in our families, and how families vary.
- Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
- Healthy lifestyle habits

Lower KS2

- Being a good friend and respecting personal space. Strategies for resilience.
- Respecting and valuing differences. Shared values of communities
- Our responsibilities and ways we can care and show respect for others.
- Different types of committed relationships and the basic characteristics of these
- The range of relationships we experience in our everyday lives.
- How to understand the differences between types of relationships we encounter.
- Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.
- Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.
- Identity and diversity. Seeing different perspectives and not making judgement based on appearance.
- Influences on our health and wellbeing, including friends, family and media.
- Characteristics of healthy, positive and committed relationships and how these develop as people grow older.

Upper KS2

- How our bodies change as we enter puberty, including hygiene needs and menstruation.
- Identity and peer pressure off- and online. Positive emotional health and wellbeing.
- The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.
- How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
- How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.
- How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.
- Celebrating strengths, setting goals and keeping ourselves safe online.
- Human reproduction and how to start a family (covered in science and puberty talks).
- Our unique bodies and self-acceptance.

We ensure accessibility for pupils with SEND by differentiating teaching.

IMPACT

We particularly want to develop the following attitudes and values:

Develop the following attitudes and values:

- Respect for the dignity of every human being – in their own person and in the person of others;
- Joy in the goodness of God's creation;
- Responsibility for their own actions and a recognition of the impact of these on others;
- Recognising and valuing their own identity and that of others;
- Recognising the importance of healthy relationships, marriage and family life;
- An understanding that while people may hold different views of right and wrong, all people living in England are subject to its law; and
- The ability to articulate and justify personal opinions without condemning others or being condemned.

Develop the following personal and social skills:

- Making good choices which have integrity and are respectful of the rights of others;
- Develop communication skills with peers, school and family
- Learn how to assess risk and to develop strategies for keeping safe and develop the ability to give and secure help
- Loving and being loved and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;

- Managing emotions within relationships and when relationships break down, with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- Learning to make choices that minimise the risk to health and personal integrity.
- Develop pupils into individuals who know how to act responsibly and who are capable of becoming more independent as they grow older, while understanding the value and importance of making a positive impact on the lives of others. This aligns with the Independent School Standards (April 2023) – Section 3.12.

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to PSHE/RSE.

Our teaching complies with the Equality Act 2010. We promote respect for all protected characteristics including:

Age, sex, race, disability, religion or belief, sexual orientation, gender reassignment, and SEND.

The Bible commands followers of Christ to love everyone. Created in the image of God, they must be treated with dignity and respect. This includes all people. Acts of ridicule, abuse or bullying towards any person are incompatible with the biblical commandment, 'you shall love your neighbour as yourself' (Mark 12:31).

Assessment:

Where possible assessment should be carried out in line with other curriculum subjects and follow the school Assessment Policy.

Assessment is a planned part of teaching and learning that helps set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. Assessment in PSHE/RSE allows pupils to be clear about strengths and weaknesses in their learning and enables teachers to be clear about the achievements of their pupils and how their learning might be improved. We also use Rising Stars assessment grids on Sonar

Consultation

The following were consulted with regards to the development of this policy:

- Parents and Carers
- Staff
- Governing Body
- British Union Conference of Seventh-day Adventists

We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** will be followed.

The school aims to keep parents informed about all aspects of the RSE which is part of the PSHE curriculum and urges parents to read this policy. The school will do everything it can to ensure that parents are comfortable with the RSE and PSHE education provided to their children in school, within the boundaries of the statutory requirements.

Parents have the right to withdraw their children from any elements of sex education the primary school chooses to teach but not from 'reproduction covered in the science curriculum or Puberty and Hygiene, Coping with Change in Health and Wellbeing education.

External Visitors

We may invite guest speakers into school to talk on issues related to sex and relationships. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Responsibilities

All staff have a responsibility of care; as well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of the pupils. All teachers will be expected to teach PSHE/RSE in accordance with the ethos of the Seventh-day Adventist Church and the statutory guidelines. Appropriate training will be made available for staff teaching PSHE/RSE.

Controversial or Sensitive Areas and Children's Questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- An anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- Making the classroom a safe zone; we hope this will give pupils the sense that they are in a safe zone to speak freely about relationships and sex.

The Role of Parents

The school is well aware that the primary role in children's relationship and sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's PSHE/RSE policy and programme;
- Answer questions that parents may have about the sex education of their child;
- To consider any concern that a parent may raise with teachers or the Senior Leadership Team about this policy, or about the arrangements for RS education in the school;
- Encourage parents to be involved in reviewing the school policy;
- Inform parents about the best practice known with regard to PSHE/RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Supporting Pupils who are at Risk

Children will also need to feel safe and secure in the environment in which PSHE/RSE takes place. Effective PSHE/RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussions may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and act quickly to address any safeguarding issues in accordance with our safeguarding policy.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils are made aware of this policy, particularly as it relates to issues of advice and confidentiality.

Pupils will be encouraged to talk to their parents about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties and inform the SLT, to ensure a whole-school approach.

Monitoring and Evaluation

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations, governor visits and information we receive from national reports and curriculum reviews.

Links with other policies

We recognise there is a clear link between PSHE and the following policies. The staff are aware of the need to refer to these policies when appropriate:

- Assessment Policy
- Safeguarding and Child Protection Policy
- Behaviour and Discipline Policy
- Online safety Policy
- Administration of Medicines and support for children with medical conditions Policy
- Anti-bullying Policy
- SMSC Policy
- Curriculum Policy
- Equality Policy

Cross curriculum content:

- Computing
- RE
- PE
- D&T
- History/Geography
- Science

Training and support for staff

All staff benefit from specific training in order to enhance their PSHE/RSE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support will be provided.

In addition to this, support for teaching and understanding PSHE/RSE issues is incorporated in our staff INSET and staff meeting programme, drawing on staff expertise and/or a range of external agencies.

All staff have access to the following websites:

- Discovery Education
- PSHE Association www.pshe-association.org.uk
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Some elements of PSHE/RSE are detailed in the mandatory Relationship and Health Education required by DfE.

This policy is linked with the RSE policy. Some elements of RSE are detailed in the mandatory Relationship Education required by DfE.

Statutory Compliance

- This policy complies with:
 - The Relationships Education, RSE and Health Education (England) Regulations 2019
 - The Equality Act 2010
 - The Education Act 2002 (Section 78)
 - DfE Statutory Guidance (until 31st August 2026)
- **Stanborough Primary School recognises that:**
 - Relationships Education is statutory in all primary schools.
 - Health Education is statutory in all state-funded schools; as an independent school, we follow the guidance for best practice.
 - Sex Education in primary schools is not compulsory. However, when taught beyond science, parents have the right to withdraw their children.