St Michael's C of E Schools' Federation

PSHE and RSE Policy

(Personal, Social and Health Education and Relationships and Sex Education Policy)



Creation date – September 2026	Review date – September 2027

1. Rationale

Relationships and Sex Education (RSE) is a key aspect of Personal, Social and Health Education (PSHE) at St Michael's. PSHE is a necessary and important part of all learner's education. The promotion of learners' personal development, (including their social development)is a fundamental aspect of education and underpins all other learning. RSE teaches the biology of growing up and reproduction within the context of caring relationships. It develops the skills and attitudes required to enable children to lead healthy lives and build healthy relationships.

RSE is part of the PSHE curriculum in the school. Whilst RSE is used to inform children about sexual issues around puberty, we do this with regard to matters of morality and individual responsibility, in a way that allows children to ask and explore moral questions.

RSE guides our unique and diverse children through their physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults.

This policy was produced by the PSHE Subject Leader in consultation with staff, pupils and parents and carers. Consultation took the form of surveys, discussionsand reviews of the PSHE curriculum. Pupils have been involved in the creation ofthis policy through pupil conferencing. This policy will be reviewed in 2025.

The policy is available through documentation being readily available to downloadon the school website. If you require this policy in printed format please contact theschool office.

2. Intent

At St Michael's School, we nurture our children with kindness and celebrate their uniqueness, therefore PSHE education is an embedded part of our broad and balanced curriculum. It is given high priority among both pupils and staff and, as such, we have incorporated PSHE into our 'Freedom Friday' timetable to ensure PSHE is taught each Friday morning across all phases within the school.

We are a school family who are guided by our Vision, which reflects a passionate commitment to providing education that nurtures the whole child. Our PSHE curriculum is taught in collaboration with the Christian Values identified for our school: Respect, Perseverance, Happiness and Friendship.

Our curriculum prepares our pupils for the opportunities, responsibilities and challenges of life in an ever-changing world. The wellbeing and development of every pupil is paramount at St Michael's to ensure they learn, thrive and flourish together. Pupils are taught the information they need to make decisions to live and enjoy a healthy lifestyle. Pupils are encouraged to play an active role in contributing to wider school life and are given opportunities to develop and grow as an individual and as a member of a community. Alongside our teaching of PSHE, children develop a clear understanding of

the British Values: Tolerance, Rule of Law, Individual liberty, Democracy and Mutual Respect.

Pupils are encouraged to cherish themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.

3. Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

"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."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

Here at St. Michael's Federation, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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).
- The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE

- 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 (RSHE)" 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).

4. Curriculum:

In order to deliver a comprehensive curriculum that ensures the required objectives are taught in a systematic way, we follow a scheme of work which provides an age-appropriate curriculum, whilst also reflecting our distinct Church ofEngland status.

'Jigsaw' is a programme we use to equip St Michael's children with the foundations to ensure they have the skills and mind-set to improve their mental health, build and nurture healthy relationships, develop a healthy lifestyle and cherish themselves as an individual.

Jigsaw:

RSE, alongside PSHE, is taught in year groups through a programme called 'Jigsaw'. This programme is designed alongside the principles of the Church of England and builds knowledge from year to year.

At St Michael's Federation, we allocate one hour to PSHE each week 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, Learning Charter, 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.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Key themes we will cover across each year group:

Year Group	Key themes
EYFS	Understanding feelings. Being special. Overcoming challenges. Exercise and healthy eating. Friends and families. My body.
Year 1	Being happy and safe in my classroom. How we are similar and different to others. How I feel and being positive. My special relationships. Changing and I grow and naming body parts.
Year 2	How my behaviour can impact others in the class. Being different and bullying. Being part of a group. Making healthy and safe choices. Feeling safe in a relationship. Using the correct names for body parts.
Year 3	Understanding how my behaviour can affect others. Conflict and how to be kind. How to be a better learner. Keeping safe and how to use the emergency services. Positive people in our world. Body changes.
Year 4	Listening to others and being listened to. First impressions and bullying.

Jigsaw resources used to introduce how a baby is made.	Planning and setting new goals, even after disappointment. Peer pressure and resistance. How to feel when missing someone special. *Having a baby
Year 5 Jigsaw resources used alongside Science Curriculum resources.	Rights and responsibilities. Bullying. My hopes and dreams and sharing them with those from different cultures. Relationships with food, alcohol and smoking. How to stay safe when using technology to communicate with friends. Looking after myself physically and emotionally. *Talking about puberty*. *Male and female changes.* *Puberty and hygiene.* *Conception
Year 6 Jigsaw resources	How the choices I make have an impact on others. How difference can be the source of conflict or celebration. Working with others to make the world a better place. Substance misuse. Feelings of loss. When people are trying to take control. *Puberty* and *reproduction. *Conception, pregnancy, birth and parenthood.

Science Curriculum

*Sex Education sessions which parents can choose to withdraw their child.

The timings of these units may be subject to change according to the needs and maturity of the class. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Occasionally, issues about RSE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned RSE curriculum and consideration must be given as

parents or carers cannot withdraw their children in these circumstances.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: "*Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world*." (Page 34)

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g.

emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

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.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At St Michael's Federation puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

5. Creating a Safe and Supportive Learning Environment

Because PSHE education works within pupils' real-life experiences, it is essential to

establish a safe learning environment. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every session. These are reflected in our learning charter that is created at the beginning of the year and reflected on throughout the year.

Example statements include:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

We will create a safe learning environment where all children's opinions and experiences are taken into account and discussed according to the age and maturity of the pupils. Jigsaw is written as curriculum provision for all children, including those with SEND. Inclusivity and celebrating our differences as individuals is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes.

Children are to feel respected and supported when sharing their thoughts and ideas. Staff members are aware that views around PSHE and RSE-related issues are varied. However, while personal views are respected, all 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 that others have the right to a different opinion. Children are encouraged to discuss their learning and any worries that may arise with the adults in the classroom or with an adult at home.

Safeguarding training is given to all staff to ensure that children will receive appropriate support where pupils indicate that they may be vulnerable and at risk.This policy is informed by the school's safeguarding policy.

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 Designated Safeguarding Lead if they are concerned. PSHE and RSE should meet the needs of all pupils, including those with SEND, answer appropriate questions and offer support.

In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this to inform them of the content and context.

6. Parents and Relationships and Sex Education.

St Michael's School appreciates the sensitivity and concerns that some parents may feel towards RSE and therefore, parents are encouraged to express any concerns with the school. Parents are encouraged to contribute their views which are especially valued. Prior to the teaching of Sex Education, parents will be invited to view the materials we use to express any concerns they may have and support their children at home. This policy is available for parents to download on the school website.

Parents and carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum of Science and that included within Statutory Relationships and Health Education.
Those wishing to exercise this right are invited to contact the Headteacher in school 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 specific sex education lessons until the request for withdrawal has been removed. Parents and carers cannot withdraw from any aspect of Relationships and Health Education lessons covering the changing adolescent body (puberty).

7. Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, " Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

> "*Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these*

policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"*Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (*page 1*)*

"*Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (*homophobic, biphobic and transphobic) *bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (*Page 6*)*

At St. Michael's Federation, we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

8. The role of pupils

Pupils are encouraged to be active participants in PSHE lessons and feel safe in the knowledge that their views are as important as anyone else. They will contribute their ideas which will enable teachers to build an overall picture of their learning and how they can apply these to their daily lives. Pupils will be involved in the process of assessing and evaluating the programme and during monitoring walks, pupils will be asked their opinions on their lessons. Teachers will undertake an assessment of the pupils' level of knowledge at the beginning and end of each lesson. This is recorded 3 times a years and allows the school to assess and address the needs of the pupils and tailor learning to what area of personal development needs a focus.

9. The role of the Headteacher and governors

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE 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 for parents on the subject content and the right to request that their child is withdrawn from Sex Education; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

10. Monitoring

All teachers are responsible for delivering the PSHE Curriculum in line with this policy. The PSHE Subject Leader will monitor and evaluate the effectiveness PSHEand RSE across the school alongside senior leaders and governors.

Learning walks will take place three times a year and findings will be fed back to staff in a timely manner. The PSHE subject leader will monitor data and support teachers in 'closing the gap' for pupils who are working towards (WTS).

At the Infant school, teachers record pupil voice, photos and work which will be displayed in the main school hall. This will be monitored weekly and as part of the learning walks. At the Junior school, this work will be displayed on in class working walls which will also be monitored weekly and as part of the learning walks.