PSHE Policy

Date policy written: July 2026

Date to be reviewed: July 2027

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St Giles' and St George's C of E Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to shine morning to share their views about the PSHE scheme of work
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Our RSE curriculum starts in Nursery.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of PSHE

Relationship and sex education is taught within the personal, social, health and economic education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

As part of our E-safety and PSHE curriculum, we teach Health Education which focuses on the following aspects, ensuring good physical and emotional health:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the Academies published policy for RSE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[9] and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types

of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Our main external providers are:

- Mental health support team (MSHT)
- NSPCC
- Maccas Project
- Staffordshire Road Safety Partnership
- MyBnk

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the Curriculum and Achievement Committee.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering 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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The RSE lead is Mrs Jones.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationship and health education.

Parents have the right to withdraw their children from the elements of sex education outside of the science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Appropriate alternative school work will be given to pupils who are withdrawn from sex education based on their PSHE learning.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Jones through:

Planning scrutinies, learning walks, pupil, staff and parent voice, Parent sharing sessions.

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

This policy will be reviewed by Mrs Jones annually. At every review, the policy will be approved by Curriculum and Achievement Governor

Appendix 1: Curriculum map

The grid below shows specific learning intentions for each year group. These specific 6 lessons are taught in the Summer term and look at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with. The map below highlights the statutory and non statutory elements of this curriculum. Parents have the right to remove their child from the non- statutory elements of this curriculum only.

Reception Curriculum: all content is statutory

Weekly Celebration	Pieces	Learning Intentions
Understand that everyone is unique and special	1. My Body	I can name parts of the body
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception

Year 1 Curriculum: all content is statutory

Weekly Celebration	Pieces	Learning Intentions
Understand that everyone is unique and special	**1. Life cycles** • *Changes* • *Life cycle* • *Baby* • *Adulthood* • *Growth* • *Change*	I am starting to understand the life cycles of animals and humans
Can express how they feel when change happens	**2. Changing Me** • *Change* • *Life cycle* • *Baby* • *Adult* • *Grown up*	I can tell you some things about me that have changed and some things about me that have stayed the same
Understand and respect the changes that they see in themselves	**3. My Changing Body** • *Baby* • *Growing up* • *Adult* • *Change*	I can tell you how my body has changed since I was a baby
Understand and respect the changes that they see in other people	**4. Boys' and Girls' Bodies** • *Male* • *Female* • *Penis* • *Testicles* • *Vulva* • *Vagina* • *Anus*	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus
Know who to ask for help if they are worried about change	**5. Learning and Growing** **Puzzle Outcome: Piece 5 Flowers** • *Learn* • *New* • *Grow* • *Change*	I understand that every time I learn something new I change a little bit
Are looking forward to change	**6. Coping with Changes** **Assessment Opportunity** • *Change* • *Feelings* • *Anxious*	I can tell you about changes that have happened in my life

Year 2 Curriculum: all content is statutory

Weekly Celebration	Pieces	Learning Intentions
Understand that everyone is unique and special	**1. Life Cycles in Nature** • *Change* • *Grow* • *Life cycle* • *Control* • *Baby* • *Adult*	I can recognise cycles of life in nature
Can express how they feel when change happens	**2. Growing from Young to Old** • *Growing up* • *Old* • *Older* • *Young* • *Elderly* • *Change*	I can tell you about the natural process of growing from young to old and understand that this is not in my control
Understand and respect the changes that they see in themselves	**3. The Changing Me** • *Baby* • *Toddler* • *Child* • *Teenager* • *Adult* • *Independent*	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
Understand and respect the changes that they see in other people	**4. Boys' and Girls' Bodies** • *Male* • *Female* • *Penis* • *Testicles* • *Vulva* • *Vagina* • *Anus* • *Public* • *Private*	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private
Know who to ask for help if they are worried about change	**5. Assertiveness** • *Touch* • *Texture* • *Hug* • *Like* • *Dislike* • *Comfortable* • *Uncomfortable* • *Assertive*	I understand there are different types of touch and can tell you which ones I like and don't like
Are looking forward to change	**6. Looking Ahead** • *Change* • *Looking forward* • *Excited* • *Nervous* • *Anxious* • *Cope*	I can identify what I am looking forward to when I move to my next class

Year 3 Curriculum: all content is statutory

Weekly Celebration	Pieces	PSHE learning intention
Understand that everyone is unique and special	**1. How Babies Grow** • *Male* • *Female* • *Changes* • *Birth* • *Animals* • *Babies* • *Mother* • *Growing up* • *Family* • *Care*	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby
	2. Outside Body Changes • *Change* • *Puberty* • *Control* • *Breasts* • *Pubic hair* • *Penis* • *Testicles*	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process
Understand and respect the changes that they see in themselves	**3. Inside Body Changes** • *Puberty* • *Male* • *Female* • *Testicles* • *Scrotum* • *Sperm* • *Penis* • *Ovaries* • *Egg* • *Ovum/Ova* • *Womb/Uterus* • *Vagina*	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
Understand and respect the changes that they see in other people	**4. Keeping Ourselves Clean** • *Change* • *Puberty* • *Personal hygiene* • *Genitals*	I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy I know some simple ways of keeping clean which can keep me healthy and protect me from some infections
Know who to ask for help if they are worried about change	**5. Family Stereotypes** • *Stereotypes* • *Task* • *Roles* • *Challenge*	I can start to recognise stereotypical ideas I might have about parenting and family roles
Are looking forward to change	**6. Looking Ahead** • *Change* • *Looking forward* • *Worries*	I can identify what I am looking forward to when I move to my next class

Year 4 Curriculum: all content is statutory

Weekly Celebration	Pieces	PSHE learning intention
Understand that everyone is unique and special	**1. Unique Me** • Identity • Choices • Hobbies • Interests • Skills • Proud • Values • Unique • Characteristics • Personality	I understand that lots of things make up a person's identity and this what makes them unique
Understand and respect the changes that they see in themselves	**2. Puberty and Menstruation** • Puberty • Menstruation • Menstrual Cycle • Periods • Period pants • Panty liner • Menstrual cup • Menstrual pads • Menstrual towel • Tampons • Vagina • Vulva • Ovaries • Fallopian tube • Period products • Hormone • Womb	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
Can express how they feel when change happens	**3. Being Part of a Family** • Family • Inner circle • Belonging • Support • Trusted adult • Puberty • Anxious • Care • Love	I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty
Understand and respect the changes that they see in other people	**4. Circles of Change** Puzzle Outcome: Circles of Change • Circle • Seasons • Change • Control	I know how the circle of change works and can apply it to changes I want to make in my life
Know who to ask for help if they are worried about change	**5. Accepting Change** • Range of emotions (see emotions card resource) • Control • Change • Acceptance • Reliable • Unreliable • Trustworthy • Support • Inner circle • Trusted adult	I can identify changes that have been and may continue to be outside of my control that I learnt to accept
Are looking forward to change	**6. Looking Ahead** **Assessment Opportunity** • Change • Looking forward • Characteristics • Puberty • Support • Inner circle • Trusted adult • Proportionate	I can identify what I am looking forward to when I move to a new class

Year 5 Curriculum: all content is statutory apart from lesson 4

Weekly Celebration	Pieces	PSHE learning intention
Understand that everyone is unique and special	**1. Self and Body Image** • *Self* • *Self-image* • *Body image* • *Self-esteem* • *Perception* • *Characteristics* • *Aspects* • *Affirmation* • *Filter* • *Edited* • *Media Influencer* • *Authentic* • *Mental health/wellbeing*	I am aware of my own self-image and how my body image fits into that
Can express how they feel when change happens	**2. Puberty for Girls** • *Puberty* • *Menstruation* • *Periods* • *Menstrual towels* • *Menstrual pads* • *Tampons* • *Ovary/ Ovaries* • *Vagina* • *Oestrogen* • *Vulva* • *Womb/Uterus* • *Hormone* • *Fallopian tube* • *Menstrual cycle*	I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally
Understand and respect the changes that they see in themselves	**3. Puberty for boys** • *Puberty* • *Sperm* • *Semen* • *Testicles/Testes* • *Scrotum* • *Erection* • *Wet dream* • *Larynx* • *Facial hair* • *Growth spurt* • *Hormones* • *Testosterone*	I can describe how boys' and girls' bodies change during puberty
Understand and respect the changes that they see in other people	**4. Conception** • *Relationships* • *Conception* • *Making love* • *Sexual intercourse* • *Fallopian tube* • *Fertilisation* • *Pregnancy* • *Embryo* • *Contraception* • *Fertility treatment (IVF)*	I understand that sexual intercourse can lead to conception and that is how babies are usually made I understand that sometimes people need help from doctors to have a baby
Know who to ask for help if they are worried about change	**5. Looking Ahead 1** **Puzzle Outcome: Change Cards** • *Teenager* • *Milestone* • *Perceptions* • *Puberty* • *Responsibilities* • *Consent* • *Media* • *Influences* • *Reliable sources*	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities
Are looking forward to change	**6. Looking Ahead 2** • *Change* • *Hope* • *Manage* • *Cope* • *Opportunities* • *Emotions* • *Fear* • *Excitement* • *Anxious*	I can identify what I am looking forward to when I move to my next class.

Year 6 Curriculum: all content is statutory apart from lesson 3

Weekly Celebration	Pieces	PSHE learning intention
Understand that everyone is unique and special	**1. My Self Image** • *Self-image* • *Self-esteem* • *Criticise* • *Real self* • *Celebrity*	I am aware of my own self-image and how my body image fits into that
Can express how they feel when change happens	**2. Puberty** • *Opportunities* • *Freedoms* • *Responsibilities* • *Puberty vocabulary as represented on the flash cards*	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
Understand and respect the changes that they see in themselves	**3. Babies: Conception to Birth** **Assessment Opportunity** • *Pregnancy* • *Embryo* • *Foetus* • *Placenta* • *Umbilical cord* • *Labour* • *Contractions* • *Cervix* • *Midwife* • *Caesarean*	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
Understand and respect the changes that they see in other people	**4a. Adolescent Friendships** • *Independence* • *Identity* • *Values* • *Relationships* • *Pressure* • *Adolescent* • *Assertive*	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity
Know who to ask for help if they are worried about change	**5. Real self and ideal self** • *Self-esteem* • *Negative body-talk* • *Choice* • *Feelings/emotions* • *Challenge* • *Mental health*	I am aware of the importance of a positive self-esteem and what I can do to develop it
Are looking forward to change	**6. The Year Ahead** • *Transition* • *Secondary* • *Looking forward* • *Journey* • *Worries*	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

Appendix 2: Parent form: withdrawal from sex education within PSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	