



Transformed by Christ

Prayerful Pastoral Prophetic

# The Saints Federation

All Saints CEVA Primary School, Winfarthing  
 Hapton CEVA Primary School  
 St. Andrew's CEVA Primary School, North Lopham

## Personal, Social & Health Education and Relationship, Sex and Education Policy

**Approval Date:**

**Date Adopted by GB:**

**Review Date:**

**Person Responsible:**

**The Saints Federation Vision:  
 Shine as lights in the world.  
 Philippians 2:15**

God values everyone within our community. The values of respect, kindness and encouragement are at the heart of all we do; seeking to help others to know the radiance of goodness and light; and aiming to unlock everyone's potential so that they can shine as lights in our wonderful world.



## Rationale

**The Education Reform Act 1988** states that schools should provide a balanced and broadly based curriculum which:

*“promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life.”*

In the Saints Federation we aim to treat everyone with dignity as all people are made in the image of God and are loved equally by God. (See **Valuing All God’s Children** document [here](#).) We believe that all pupils have a right to an education which enables them to flourish and which is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

As part of our emphasis on the well-being and care of all pupils, our school seeks to ensure that the PSHE and RSE curriculum protects, informs and nurtures them. We aim to prepare pupils to cope with the physical and emotional challenges of growing up and in doing so, our RSE curriculum clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach PSHE and RSE within a moral (but not moralistic) framework.

PSHE & RSE in the Saints Federation is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

## Teaching and Learning: How will PSHE be taught in our Federation?

What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values.

With this in mind, PSHE education isn’t just another school subject. It’s a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.



From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success.

In the Saints Federation, PSHE is taught mainly by the class teacher / HLTA. Classes follow a bespoke curriculum using a wide range of specialist resources. As a member of the PSHE association, we believe using expert knowledge, guidance and advice is the most informed way to guide and develop our pupils.

The world is ever changing; we believe that it is important to have an adaptable curriculum cycle that represents the diverse and developing environment we live in. Teachers and DSL's use and adapt the curriculum to address needs for the setting and class, when relevant. The PSHE and RSE curriculum works alongside our Collective Worship and spirituality policy which incorporates philosophy, discussion & debate and courageous advocacy.

### Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy friendships
- enjoy strong positive, caring, relationships with good boundaries, online and in person

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

### Defining Sex Education

Sex Education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The National Curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

In this Federation, we have decided that it is important to include Relationship and Sex education as part of our PSHE provision to educate the children in our community for adulthood (and for secondary school).

### The right to withdrawal from Sex Education

Parents and guardians do have the right to request that their child is excused from the Sex Education aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving Sex Education with peers.

Withdrawing a child from Sex Education remains a statutory right as a parent or legal guardian. If a pupil is excused from Sex Education it is the school's responsibility to ensure that the pupil receives



appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

The school will document this process to ensure a record is kept.

### Defining Health Education

Health Education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

### Defining Relationship and Sex Education

Relationships and Sex Education (RSE) is about giving young people the information they need to make choices that will help them to form healthy and appropriate relationships of all kinds, including intimate relationships.

RSE will support people throughout their lives to develop safe, fulfilling and healthy sexual relationships at the appropriate time.

### Teaching and Learning: How will RSE be taught in our Federation?

**DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance 2019:** *“The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults”*

RSE will be delivered professionally and as an identifiable part of Personal, Social, Health Education (PSHE). It is mainly taught by the class teacher and is led, resourced and reported to parents in the same way as any other subject. There is a planned programme delivered in a carefully sequenced way, using the Norfolk County Council resources.

RSE will be taught in a way that affords dignity and shows respect to all who make up our diverse community. It will be sensitive and age appropriate in approach and content. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

RSE will seek to explain fairly the principles, beliefs 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.

RSE will seek to build resilience in our pupils to help them form healthy relationships. We seek to ensure that they have the knowledge to recognise and understand boundaries in relationships, including online and that they know how to report abuse.



RSE will promote healthy resilient relationships set in the context of character and virtue development that sits within the school's Christian Vision and Values. These include values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

All staff teaching this sensitive and important subject will have received training and resources will be up to date and, by arrangement, be available for parents to see. This training will be regularly reviewed and revisited. At the Saints Federation, RSE is taught mainly by the class teacher: all staff teaching RSE have had training.

### Confidentiality

It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions. Wherever possible, teachers will help to establish clear boundaries for confidentiality between pupils and adults. They will:

- Reassure pupils that their best interests will be maintained;
- Encourage pupils to talk to their parents or carers and give them support to do so;
- Make sure that pupils are informed of sources of confidential help;
- Ensure that pupils understand that teachers cannot offer unconditional confidentiality and that if there is any possibility of abuse, that school adults will follow the school's child protection policy/procedure.

### Answering difficult questions

It is our aim to generate an atmosphere where questions and discussion on personal health, relationship and sexual matters can take place without embarrassment and that questions are answered with honesty. Teachers will set ground rules for answering questions. Occasionally, it may be that a pupil asks an explicit or difficult question in the classroom and, while it is our aim that pupils speak to a known adult rather than use the internet for information, the teacher may not feel it is appropriate to answer the question there and then. We believe that individual teachers must use their skill and discretion in these situations, and may answer some questions directly, while others may receive a response such as, 'that is a good question, but I will talk to you after the lesson'. Teachers can refer to the subject lead / DSL if they are concerned. Parents may be advised of what has been asked.

### Pupils with SEND

Pupils with SEND will have had the content made accessible to them by adaptation by the class teacher. Class teachers will work with the SENDCo and parents (as appropriate) to ensure provision is individual-focused.

### What will be taught in the RSE Curriculum?

The Federation follows the Norfolk County Council (Educator Solutions) scheme. Pupils are taught in their individual year groups rather than mixed age classes. They cover 6 sessions: my feelings; my body; my relationships; my beliefs; my rights and responsibilities; and asking for help. These are in line with the requirements for RSHE from the Department for Education [click [here](#)]



### How will PSHE / RSE be assessed, monitored and evaluated?

The assessment of pupils' personal, social and emotional development is as important as any other school subject and, pupils will have the opportunity to reflect on their own learning and personal experiences in order to explore how their knowledge and understanding has developed.

The monitoring and evaluation of PSHE / RSE in our school follows the same monitoring and evaluation processes used throughout the school for all subjects. This includes staff meeting discussions and peer review. Pupil voice, parent voice & staff voice alongside work reviews and learning walks are used to gain a holistic view of the impact of teaching of RSE and to inform further developments.

### Policy Review

This policy has been produced through engagement with subject lead, staff, SLT, governors and C of E guidance. Whilst a number of school stakeholders have been involved in the development of this policy, it must be recognised that the law specifies what is taught. How it is taught is ultimately a decision for the school.

This policy will be reviewed:                      annually  
It is due to be reviewed again on:            May 2024  
It was approved by FGB on:                    May 2024

### Related Documentation

This policy should be read in conjunction with The Equalities Act 2010 [here](#) and the following school policies:

- Safeguarding Policy
- Marking & Assessment Policy
- Behaviour Policy
- RE policy
- Collective Worship Policy
- Spirituality Policy