



PSHE
(including Relationships and
Sex Education (RSE)
Policy

Date of policy: Autumn 2025
Date approved by Governing Body:
Review date: Autumn 2026

Overview

This policy outlines the purpose of PSHE (including RSE) and its alignment with statutory guidance. The policy is in-line with the 2025 guidance which is due for implementation by September 2026. We outline the importance of RSE/PSHE in safeguarding and preparing pupils for life.

Our core school vision is to "Shine with the light of Jesus - Matthew 5:14-16. You are the light of the world". The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships, and our relationships education seeks to live out this command.

We recognise that healthy, strong, and reliable relationships can be foundations we use to mould our futures and support ourselves in the present. This policy covers our school's approach to all non-statutory elements of PSHE Education and the statutory guidance on Health and Relationships Education (HRE). RSE is required to be taught as part of our PSHE education within school. Current regulations state that all primary schools must offer education on relationships, with sex education being optional in the primary setting. This school complies with the requirements of the Equality Act and the Public Sector Equality Duty.

We are clear that "parents and carers are the prime educators for children on many of these matters".

Statement of Intent:

At Brinscall St John's we understand the importance of Personal, Social, Health and Economic (PSHE) education and how these life skills can be developed whilst aiming to create strong and appropriate relationships in our lives too. PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. We appreciate the wide scope of PSHE, which enables us to develop a nurturing and supportive environment in our school where children and adults can grow and develop skills that can be used throughout their lives.

PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our PSHE curriculum aims to develop a vast range of skills that children can apply and depend on throughout their lives, whilst complimenting and enhancing what they have already learnt. Our curriculum is adapted to each individual cohort, based on their needs and is developed around the three core themes of PSHE: relationships, health and wellbeing and living in the wider world. We hope children develop a firm and mature understanding of the world they live in and continue to explore their own questions and curiosities whilst learning.

Rationale

School's Vision and Mission Statement

Shine with the light of Jesus - Matthew 5:14-16. You are the light of the world.

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

Our Curriculum Rationale and Aims:

St John's aims are embedded within our Christian vision and core Gospel Values. We intend our pupils to acquire the skills and knowledge that will enable them to develop every dimension of themselves: to be confident and willing, caring and concerned, committed to their own development and yet aware of their responsibilities to others.

School Aims

These are the aims of our school:

1. We seek to help the children to develop a personal relationship with God through Jesus; to know they are loved by Jesus, that they are a child of God, and wonder at His world.
2. Daily life in school, our ethos and interactions are underpinned by our Mission Statement and the Gospel Values that Christians seek to follow.
3. We provide an education for the development of the whole child - intellectual, social, spiritual, moral, physical and emotional.
4. Understanding that we are all part of God's family, we celebrate the uniqueness and diversity of all children, identifying, recognising and seeking to develop in each their own skills, abilities and talents.
5. Our children are challenged and supported to develop their abilities and strengths, whilst encouraging them to nurture resilience when facing challenges.
6. A safe environment is provided, where all children are treated equally with respect and understanding.

All our pupils will be encouraged to apply self-discipline, and we will provide opportunities for them to develop a sense of responsibility in school and in the wider community by:

- flourishing as God wants us to, and gain the confidence to try and learn new things;
- shining out His light into the world around - in how we put others first, care for each other and God's world;
- understanding what it means to be a child of God - in how we are, in all we do, in how we approach problems and in how we learn.

School Values

We are proud of our Christian foundations and recognise that our school, and the relationships we have, are distinctive because of this. We promote the values and beliefs of the Christian faith, whilst respecting the beliefs and cultures of others. We encourage an understanding of the meaning and significance of faith and promote a range of Christian Values alongside British Values through the diverse experiences we offer to all our pupils. Daily worship helps us to fulfil our vision and mission statement 'Shine with the light of Jesus'.

Aims and objectives of our PSHE Education (HRE)

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. The National Curriculum for PSHE aims to ensure that all pupils develop an understanding of three core themes - Health Education, Relationship Education and Living in the wider world.

Our PSHE curriculum aims to develop children's curiosities of the world around them and to cultivate their understanding and expectations of the world and what they can expect to encounter throughout their lives. We intend our pupils to acquire the skills and knowledge that will enable them to develop every dimension of themselves; to be confident and willing, caring and concerned, committed to their own development and yet aware of their responsibilities to others.

As a school, specific aims for PSHE Education include:

- Providing an education for the development of the whole child.
- Understanding that we celebrate the uniqueness and diversity of all children.
- Developing a sense of resilience in our children.
- Providing a safe environment, where all children are treated equally with respect and understanding.

Specific RSE aims:

- To enable pupils to understand the qualities of healthy relationships based on Christian principles.
- To support children to develop a holistic view of what 'relationship' means in different situations - be it homes, schools, clubs, the wider world.
- To prepare children for healthy relationships in an online world.
- To help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.

Implementation:

Children will be encouraged to ask questions and seek a deeper understanding of key life issues such as money, drugs, finances, physical activity and diet. We value all children's and adult's wellbeing, and aim to develop skills and attributes such as resilience, positive thinking, self-esteem, team work and how to maintain a healthy body and healthy mind.

We aim to develop a safe and comfortable learning environment where children are comfortable to ask questions and follow their curiosities.

PSHE is taught in a variety of ways throughout school. Although it is a timetabled subject, PSHE is incorporated and embedded throughout all aspects of our school life. Learning begins in EYFS with Personal Social Emotional Development (PSED).

PSHE is timetabled to be taught once a week. We use the PSHE Association's Programme of Study and Question-based model approach when teaching PSHE, to develop a whole-school curriculum that is progressive and aligned with children's chronological and developmental ages.

Planning

Medium term planning adapts the 'question-based model' devised by the PSHE Association to give class teachers the autonomy to create a plan for their year group that allows PSHE to link to other areas of the curriculum. Each unit taught is based around a question that will be unpicked throughout the half term. Our PSHE planning document highlights the importance of cross-curricular links. We also monitor children's progress regularly and provide a variety of teaching approaches and resources.

Resources

Planning incorporates a wide range of resources; the curriculum is supported by resources which may include: the PSHE Association and Coram life. The school will not be exclusively following a scheme of work supplied by any external company. We will welcome specialist support from providers such as Coram Life, who will also provide workshops for our children throughout school. External visitors are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils.

Spoken Language and Vocabulary

The statutory requirements for PSHE reflect the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially, and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their understanding of the world we live in and the expectations they have in life. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Key vocabulary and understanding of these words are embedded throughout the children's journeys through school.

Accessibility for All Pupils

We have due regard for our duties under the Equality Act 2010. Teaching will consider the ability, age, readiness and cultural backgrounds of all young people. All pupils with special educational needs will receive PSHE / RSE education, with the content and delivery tailored to meet their individual needs. Adaptations will be made for those for whom

English is a second language. Through the delivery of the PSHE curriculum, we endeavour to eliminate discrimination, advance equality of opportunity and foster good relations.

Assessments and Attainment:

Assessment of children's learning is done throughout classroom practice and is built into the school curriculum and planning. This assessment is undertaken using a range of methods which include: verbal and written work. Teachers make judgements on children's progress in PSHE throughout the year and record attainment on our school tracking tool called Insight.

Reporting and confidentiality

Every lesson should reinforce the fact that, if pupils have any personal concerns, they should feel comfortable consulting their teacher or another member of staff about this. Pupils must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised.

Impact:

Using the three core themes (relationships, health and wellbeing and living in the wider world), we have built a PSHE curriculum that is accessible to all children throughout school. Children understand the importance of a healthy body and healthy mind and the many aspects of their lives that can positively and negatively influence these. Children are inquisitive and problem solvers, whilst flourishing creatively in many aspects of their lives by using and applying the wide range of skills they are learning.

Right to Withdraw

Parents and carers have the right to request that their child be withdrawn from sex education. Parents and carers cannot withdraw their child from any part of Relationships Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will arrange a meeting to discuss the request with parents/carers, clarifying the nature and purpose of the curriculum, and discussing any detrimental effects that withdrawal might have on the child (such as social and emotional effects or hearing peers' versions of the content). Alternative work will be given to pupils who are withdrawn from Sex Education.

Monitoring, Reporting and Evaluation

Delivery is monitored to identify what pupils have learned, what progress they are making and whether they are on track to meet expectations. Teachers will continuously reflect on their teaching of RSE and offer feedback to the PSHE subject leader. Pupil voice will also be conducted at various stages and intervals throughout the academic year to ensure

children's thoughts and opinions are influential in adapting and amending planning learning activities.

Parental Access to Curriculum Materials

Parents and carers will be informed about the policy through the school newsletter, and its publication on the school website. The policy is available to parents and carers by downloading it from the school website or requesting a paper copy from the school office. When sex education is being taught within Key Stage 2, teachers will share information of content of resources being used with parents in advance. When approaching the review date of an RSE policy, parents will be offered the opportunity to voice their thoughts, opinions, and concerns with the RSE curriculum.

Answering Questions

We aim to develop a safe and comfortable learning environment where children are comfortable to ask questions and follow their curiosities. If children raise questions or concerns about an issue which is not age-appropriate, is a sensitive issue or will not be covered within our curriculum, class teachers will hold discussions with parents to inform them of the questions/issues raised. From here, teachers and parents can decide the best way to answer this question for the child, with school supporting parents in this process. Formal body part names will be discussed and used if needed/appropriate.

Policy Development and Review

The PSHE with RSE policy was produced by our PSHE Lead, in collaboration by our senior leadership team and teaching staff, followed by a consultation with parents of our children.

This policy will be reviewed every two years. The working party of senior leadership, governors and teaching staff will be responsible for this review, whilst consulting parents and pupils.