PSHE (Personal, Social, Health and Economic)
and
RSE (Relationships and Sex Education Policy)
2024 - 2027

Adopted by

Catshill First & Catshill Middle Schools

This policy has been reviewed and updated by a Headteacher of an Associate Member School of the Trust. It is approved on a triennial basis by the Board and is to be adapted and implemented by all schools within the Trust.

This policy may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.

Reviewed:	November 2024
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Next Review Date:	July 2025 (new RSHE guidance)

In collaboration with

Statement: Safeguarding and Promoting the Welfare of Children
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1. Rationale and Ethos:

1.1 PSHE

We teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The overview of the programme can be found on the school website.

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, equipping them for life and learning and to understand that they should treat everyone with respect and kindness.

Our PSHE and RSE policy is informed by existing DfE guidance:

- Keeping children safe in education 2025 - GOV.UK (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 - Guidance for governing bodies - GOV.UK (advice for schools, including advice for appropriate behaviour between pupils)
- The Equality Act 2010 and schools (highlighting the 9 Protected Characteristics)
- SEND code of practice: 0 to 25 years - GOV.UK(statutory guidance)
- Alternative provision - GOV.UK(statutory guidance)
- Mental Health and behaviour in schools. Gov.UK(advice for schools)
- Preventing and tackling bullying - GOV.UK(advice for schools, including advice on cyberbullying)
- Proposed advice for sexual violence and sexual harassment between children in schools and colleges(advice for schools)
- Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting fundamental British values as part of SMSC in schools - GOV(guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- The Independent School Standards - Guidance for independent schools - GOV.UK (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

1.2 Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 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

1.3 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

"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."

“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.”

“Schools are free to determine how to deliver the content set out in the DfE guidance 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.”

1.4 Implementation in school

We include the statutory Relationships and Health Education within our whole-school PSHE Programme and parents/carers were consulted on this in 2020.

Our schemes of work have been carefully considered to ensure progression and a spiral curriculum. Details of this school’s curriculum content and delivery method can be seen in section 3 and on our school website Catshill Middle School - Curriculum SMSC – Catshill First School Each school within the Spire Church of England Learning Trust has carefully constructed a PSHE and RSE curriculum which meets both the statutory Relationships and Health Education requirements in an appropriate way for the pupils at their educational setting.

Regular reviews, monitoring and updates ensure that we use the most up to date teaching materials and that our teachers are well-supported.

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. RSE is centred on personal safety, caring for others and building strong relationships.
Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. We aim to inform pupils, presenting relevant facts in an objective and balanced manner. The Spire Church of England Learning Trust will help young people learn to respect themselves and others, enabling them to move with confidence through childhood and the beginning stages of adolescence, empowering them with the knowledge and confidence to prepare them for their journey to adulthood.

Intended outcomes for RSE at Catshill First and Middle Schools and adapted through The Spire Church of England Trust will enable:

- Opportunities to clarify some of their attitudes towards friendships, sexuality and gender.
- Opportunities to discuss some moral issues – hearing the points of view of others and respecting other peoples’ decisions, rights and bodies.
- A chance to explore ideas about family, parenting and the ways in which people care for each other.
- A safe environment for pupils to understand their bodies and bodily functions.
- Provide information which is realistic and relevant, and which reinforces positive social norms.
- The promotion of positive mental wellbeing and self-perception.

RSE is embedded within our PSHE programme and we select activities and resources which are **age, experience, and culture appropriate**. Objective discussion of diversity in sexual orientation will be addressed in order to meet the needs of all pupils.

This is coupled with teaching pupils about the human body and its changes during puberty, including information about reproduction, control of fertility and sexual health, sexuality and sexual relationships.

Teaching will reflect the society that we now live in, including ensuring that RSE fosters gender equality and LGBT+ equality by teaching about LGBT+ people, relationships and families.

1.5 Sex Education

The DfE Guidance 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'.

Schools are to determine the content of sex education. 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'.

We feel that it is important that our pupils receive accurate information in a safe setting in which they can ask questions. This is delivered through specific lessons within our PSHE curriculum. These are labelled as RSE in section 3 on our Curriculum Map.

1.6 Parent/Carers' right to request their child be excused from Sex Education

In ***primary schools***, parents/carers **can withdraw** their child from any of the sex education delivered, **other than as part of the science curriculum**.

Parents/carers retain the right to withdraw their child from sex education at primary and secondary up until 3 terms before a child's 16th birthday when the child can choose to opt in. There will be no right to withdraw from Relationships Education.

The Headteacher/Head of School or another member of school staff would discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was discussed in class, rather than what was directly discussed by the teacher (although the detrimental effects may be mitigated if parents/carers propose to deliver sex education to their child at home instead).

2. Roles and Responsibilities

2.1. The Trust Board will approve the RSE policy and hold the Local Governing Body and Headteacher/Head of School to account for its implementation.

2.2 Governing Body

The Governing Body will ensure that:

- The implementation of the RSE policy is monitored and reviewed as part of the governing body's review of policies.
- Serious consideration will be given to any comments from parents/carers about the RSE curriculum and keep a record of all such comments.
- The content, delivery and all materials related to RSE are in accordance with the Trust's ethos and enable the Trust to fulfil its legal obligation.

2.3 Headteacher/Head of Schools

The Headteachers/Head of Schools will ensure that:

- All staff and parents/carers are informed of the policy and that the policy is implemented effectively.
- Members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.
- *The school is compliant with the Equality Act 2010, under which sexual orientation and gender reassignment are amongst protected characteristics.*
- *The teaching of LGBT+ is embedded within programmes of study and not delivered as a stand-alone unit or lesson.*
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils.
- Liaison is made with all external agencies who work with pupils on the issues of RSE and ensure that they are aware of the school policy, and work within the framework.
- Clear information is available for parents/carers on the subject content.

2.4 PSHE Lead

Each school in the Trust has its own PSHE Lead

The PSHE Lead will be ensure that:

- All training required by teaching staff will be provided, either personally or through external agencies and advisors.
- The teaching of RSE is monitored to ensure that it is delivered according to the RSE curriculum and programme of study (implementation).
- The impact of the RSE curriculum enables all pupils to achieve expected outcomes.
- Liaison within the Spire Trust Learning Partnership will be undertaken to ensure best practice across the partnership.

2.4 Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or lack of respect.
- All pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence, trust and support.
- All pupils understand the importance of equality, trust and respect.
- Their teaching is sensitive and age appropriate in approach and content.
- At all times, teaching will take place in the context of an explicit moral framework.
- All points of view they may express during the course of teaching RSE are unbiased and free from personal opinion.
- The teaching of RSE is delivered in ways that are accessible to all pupils.
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE.
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters of RSE.
- Where a pupil has made it known that they have embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour/disclosure. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

- A level of mutual respect is upheld with pupils in regard to the personal, private lives and opinions of staff.

2.6 Parents/Carers

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

- Given every opportunity to understand the purpose and content of Relationships and Sex Education.
- Able to discuss any concerns directly with the school.
- Encouraged to support the school in delivering this sensitive and statutory part of the curriculum and be open to discuss lesson content with their children.

Organisation of RSE within the PSHE Curriculum at Catshill First and Middle Schools

PSHE at our schools is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Across KS1 and KS2, we follow the nationally accredited Jigsaw scheme of work. In Years 5 & 6 these sessions are delivered in Life Skills lessons. At KS3, we have developed a more bespoke curriculum based on materials devised by the nationally accredited EC Publishing.

An overview on what is currently covered is listed below:

	PSHE & RSE at Catshill Federation *At Catshill First School and Nursery & Catshill Middle School we believe that Personal, Social and Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) enable children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.*					
	Autumn 1	***Autumn 2***	***Spring 1***	***Spring 2***	***Summer 1***	***Summer 2***
EYFS KS1 KS2	*Being Me in My World* BM Being Me in My World	*Celebrating Difference* CD Celebrating Difference	*Dreams and Goals* DG Dreams & Goals	*Healthy Me* HM Healthy Me	*Relationships* RL Relationships	*Changing Me* CM Changing Me
	BM, Age 3-12 Parent Know...	*Age 3-12, CD Parent Knowl...*	*Age 3-12, DG Parent Know...*	*Age 3-12, HM Parent Knowl...*	*Age 3-12, R Parent Knowl...*	*Age 3-12, CM Parent Knowl...*
Year 7	Be Kind, Be Safe, Be Respectful	Healthy Choices	Healthy Minds	Life in 2025	Money Matters	Healthy Relationships (RSE)
Year 8	Healthy Body, Healthy Mind	Teenage Life in 2025	Moral Dilemmas	Your Life, Your Choice	Next Steps	Healthy Relationships (RSE)

4. Safe and effective practice

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner

- Discuss what ‘slang’ words mean and say that some could be offensive
- Use their judgement in discussion depending on understanding and maturity level of learners.

Using the correct terminology will make it clear that everybody uses common words and avoids prejudiced or offensive language. Teachers are guided and supported with the appropriate terminology by the school scheme. Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time and visiting speakers.

Boundaries for discussion and confidentiality are discussed before the lessons begin. Each class/group establishes ground rules, explaining how they would like everyone to behave in order to learn. Distancing techniques (e.g. the friend, role play, worry box or ‘ask-it basket’) are used when teaching sensitive issues.

Inclusion

All children and young people, whatever their experience, background or identity are entitled to good quality RSE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture. Age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships. Teachers of RSE agree to work within the school’s framework for RSE as described in this policy. Teacher’s personal beliefs, values and attitudes will not affect their teaching of RSE.

Things that will be considered:

- The need to approach RSE sensitively, as pupils are all different, with different types of family.
- That staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- That RSE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils identify.
- That links between RSE and the school’s inclusion policy are made.

5. Safeguarding, reports of abuse and confidentiality

We recognise that at the heart of RSE, the focus is on keeping children safe, and acknowledge the significant role schools have in preventative education.

We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports, as can effective RSE, which brings about an understanding of what is and is not appropriate in a relationship.

Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document ‘Keeping Children Safe in Education,’ all staff are aware of what to do if a child reports a concern and will follow the school’s safeguarding procedures immediately. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved.

The school is aware that working with external agencies and partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. The school will check the credentials of all visiting organisations and any visitors linked with the agency. The school will also ensure that the teaching delivered by the visitor meets the planned programme and the published school policy. The school will work with agencies to ensure that the content delivered is age-appropriate and accessible to all pupils. Any material to be used as part of the delivery will be approved by the school in advance of the session. The school will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

Safeguarding and Promoting the Welfare of Children

Section 175/157 of the Education Act 2002 places a duty on schools to make arrangements for its pupils and states that:

"proprietors/governors of independent schools (which include Academies and Free schools) must make arrangements to safeguard and promote the welfare of pupils at the school."

Working Together to Safeguard Children (HM Government 2023) requires all schools to follow the procedure for protecting children from abuse. This Positive Relationship (Behaviour and Rewards) Policy was written with reference to Keeping Children Safe in Education (2024) which defines safeguarding and promoting the welfare of children as:

• protecting children from maltreatment;

• preventing the impairment of children's mental and physical health or development;

• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

• taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children, and their families to be safe, be healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

The Spire Trust and our school strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment

2. Identifying child welfare concerns and taking appropriate action

3. Using the curriculum to enable our children to develop keep safe strategies

4. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school policies are designed to meet these needs and are available on request or via the school website. This policy applies mostly to points 1 and 3 above and reflects current legislation, accepted best practice and complies with government guidance.

At Catshill First and Middle Schools we recognise the importance of promoting healthy friendships and relationships through our Core Expectations, school values, our PSHE curriculum, anti-bullying work and the RSE Policy. Positive relationships and being given the knowledge that they will need will encourage children to disclose any worries about their own safety or the safety of another pupil. Key

messages about healthy relationships are taught to all pupils using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

6. Engaging Stakeholders

Parents/carers will be informed about the policy through written communication or e-mail home.
The policy will be available to parents/carers through the school website. The views of parents/carers were taken into account when writing the policy and consulted prior to its implementation in September 2020. Any comments subsequently made by parents/carers will be considered when the policy is reviewed.

Parents/carers **do** have a legal right to withdraw their children from dedicated 'sex education' lessons. They **do not** have a right to withdraw their children from certain aspects of Relationships and Health education.

We will work in active partnership with parents/carers, value their views and keep them informed about out RSE provision. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

The Trust Board will be informed of the RSE policy and curriculum through governor and /or trust board meetings.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

7. Monitoring, Reporting and Evaluation

Curriculum delivery is monitored as part of the PSHE monitoring cycle and this policy is reviewed every annually.
Children and young people will be given regular opportunities to reflect on and identify what they have learned and what they need to learn next. Teachers also need to gauge pupils' progress and make informed improvements to their learning if required.

RSE and PSHE education cannot be assessed in the same way as most other subjects. It would be inappropriate for assessments of holistic education to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature. It is however, possible to recognise and evidence progress and attainment in gained knowledge, understanding, skills and attributes.