



# PSHE and SRE Policy

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## What is PSHE?

The PSHE Association defines personal, social, health and economic education (PSHE) as: *“a school curriculum subject that helps children and young people stay healthy, safe, and prepared for life – and work – in modern Britain. When taught well, PSHE education also helps pupils to achieve their academic potential.”*

### 1. Aims

This policy covers our school approach to PSHE education including statutory relationships education. PSHE is a **non-statutory subject**, but the Government expects all schools to make provision for it.

### 2. Rationale and Ethos

The purpose of PSHE education here at St John’s is to prepare children for the opportunities, responsibilities and experiences of later life. We want to develop confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the school’s entire curriculum and culture. Our lessons are underpinned by our schools values:

Dignity (Respect)  
Community (Generosity and Kindness)  
God is Good (Trust)  
Hope and Forgiveness (Patience and Peace)  
Wisdom (Truth and Understanding)  
Taking Flight (Love and Joy)

The Department for Education [guidance on PSHE](#) makes clear that it is largely up to schools to determine what is taught, with teachers “best placed to understand the needs of their pupils.”

### 3. Introduction

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes our children learning about the ‘changing adolescent body’, included in the expected outcomes for primary Health Education.

### 4. Definition of Relationships, Sex and Health Education (RSHE)

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend: *“...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of pupils. It should ensure both boys and girls are prepared for 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.”*

## 5. Compulsory aspects of RSHE

PSHE, including RSHE, is taught as part of our broad and balance curriculum. Some aspects are also taught through our science curriculum. Including:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’.
- Children should learn ‘how a baby is conceived and born’ before they leave primary school.

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety.

## 6. Parental Concerns and withdrawal of pupils

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teachers but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.

Before granting a request to withdraw, a member of the senior leadership team will invite the parent to discuss the request with them to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

## 7. Girls understanding of sanitary products and disposal in school

Teaching on periods and puberty starts in Year 4 and is timetabled for the summer term. However, this may be brought forward and taught earlier in the school year should the need arise. As part of these lessons, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. We are aware that period poverty can be an issue for some pupils, and will, to the best of our ability, ensure that girls have access to appropriate sanitary products during school time.

## 8. Roles and Responsibilities

The governing body has the overall responsibility for the implementation of the PSHE policy at St John’s CofE Academy. The lead Governors for PSHE are Rev L Bearder and Marzena Singh as they are the schools wellbeing team.

The Principal (Mr G Rizzo) has responsibility for handling complaints regarding this policy and discussing the right to withdraw.

The PSHE Subject Lead (Mrs T Bee) is responsible for liaising with other staff and professional agencies to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

It is the class teacher’s responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability, sexual orientation or social circumstances have access to the PSHE curriculum.

## 9. Curriculum Design

St John's aims to take a whole school thematic approach to its provision of PSHE so that different year groups can work on similar themes at the same time throughout the year. This allows for greater cross-phase collaboration, enables a link between the PSHE curriculum and school assemblies, and helps build a spiral programme of learning which facilitates progress for every child year on year.

We will focus on three core themes in our provision of PSHE:

### 1. Relationships (Autumn Term)

Families and friendships, safe relationships and respecting ourselves and others.

### 2. Living in the Wider World (Spring Term)

Belonging to a community, media literacy and digital resilience, money and work.

### 3. Health and Wellbeing (Summer Term)

Physical health and mental wellbeing, growing and changing and keeping safe.

## 10. Vocabulary Used Across School

Year 1	Penis, vulva (vagina)
Year 2	Penis, vulva (vagina), testicles
Year 3	Penis, vulva (vagina), testicles
Year 4	Penis, vulva (vagina), testicles, breasts, fallopian tube, uterus, cervix, ovary, labia, urethra opening, scrotum, bladder, sperm duct, erection, wet dream, menstruation, period, egg.
Year 5	Penis, vulva (vagina), testicles, breasts, fallopian tube, uterus, cervix, ovary, labia, urethra opening, scrotum, bladder, sperm duct, erection, wet dream, menstruation, period, egg.
Year 6	Penis, vulva (vagina), testicles, breasts, fallopian tube, uterus, cervix, ovary, labia, urethra opening, scrotum, bladder, sperm duct, erection, wet dream, menstruation, period, fertilisation, sperm, egg, conception, sexual intercourse, pregnancy.

## 11. Monitoring arrangements

This policy will be reviewed September 2026 by Mrs T Bee.

## 12. Links with other policies

This policy is linked to our Science policy.