



Sutton in Craven CP School

(Statutory Policy)

Approval - Governing board, or can be delegated to a committee,
an individual governor or the headteacher

PSHE Policy incorporating the RSE policy

**We are an aspirational place where learners grow.
Our school is kind and happy and we respect and
celebrate the differences in ourselves, our community
and our world.
Our children become responsible, determined and
independent citizens.**

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1. Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective PSHE and RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. We are building a kind community where everyone is nurtured and celebrated. At Sutton in Craven CP RSE is taught within the Personal, Social, Health, Citizenship and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

PSHE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of PSHE and RSE at our school are:

- ☒ To help pupils to value self and others, develop confidence and empathy to become resilient individuals
- ☒ To give pupils the skills to form positive and healthy relationships
- ☒ For our pupils to be appreciative and grateful.
- ☒ To provide a framework in which sensitive discussions can take place
- ☒ To teach pupils the correct vocabulary to describe themselves and their bodies
- ☒ To prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- ☒ To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices to keep themselves safe.
- ☒ To ensure that pupils have the right knowledge to make informed and responsible decisions.

We want to foster an inclusive and tolerant attitude within our pupils and this will be promoted through work around:

- ❖ skills to help others e.g. first aid and BSL
- ❖ valuing different ethnic groups and faiths
- ❖ promoting diversity

- ❖ valuing the different life choices of people
- ❖ challenging stereotypes

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019). [link](#)

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

3. Definition of RSE

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child’s school will cover how to treat each other with kindness, consideration and respect.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

4. 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 – The HT reviewed policy in place and ensured this matched guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation and workshops were offered to parents and any interested parties were invited to give feedback.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

The initial policy was created in March 2021, this was amended to include non-statutory elements and the right to withdraw in March 2024.

5. Curriculum

5.1 Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum 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 age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

5.2 Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions

- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

5.3 Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals. Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

We have introduced one non-statutory lesson into our Year 6 curriculum. Parents will be notified in advance of the lesson being taught so that they have the opportunity to exercise their right to withdraw their child from the lesson. We currently buy in a specialist teacher from Coram Education to deliver this lesson to boys and girls at the same time.

The right of parents to withdraw their children from RSE only applies to this non-statutory lesson.

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

6. Delivery of RSE

Our Relationships and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is taught in weekly timetabled sessions, normally in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching PSHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. Provision will be available for pupils to ask anonymous questions. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, teachers will follow our Safeguarding Policy and refer to the Designated Safeguarding Lead. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

Teaching resources

At Sutton in Craven CP School we use resources provided by Coram Life Education. The children recognise this resource as SCARF (Safe, Caring, Achievement, Resilience and Friendship) - [SCARF](#)

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Pupil Outcomes group.

7.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of PSHE (see section 8).

The head teacher also

- ☒ Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- ☒ Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

7.3 Staff

Staff are responsible for:

- ☒ Delivering PSHE in a professional and sensitive way
- ☒ Modelling positive attitudes to PSHE
- ☒ Monitoring progress of the pupils and curriculum
- ☒ 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 if this became appropriate in the future. We currently do not plan to teach any non statutory elements.
- ☒ Class teachers are responsible for teaching RSE at Sutton in Craven CP
- ☒ Staff will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.
- ☒ Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context

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 lead teacher for PSHE including RSE is Miss Christa Baldwin

The lead for Teaching and Learning is Mr Mike Clayton

7.4 Pupils

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

7.5 Parents

The school is well aware that the primary role in children's PSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy. When the policy is reviewed parents will be consulted again.
- Inform parents about the school's RSE policy and practice; this includes informing parents through the curriculum plans on the class pages of the school website which units of PSHE are being taught when and informing parents directly if any non statutory sex education were to be taught.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- ☒ Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE.
- ☒ There are resources on the school website [here](#) to help parents discuss PSHE issues with their children.
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8. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in PSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

10. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present

children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

11. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

12. Equal Opportunities

Sutton in Craven CP School is committed to equality of opportunity in all aspects of school life. In PSHE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

15. Monitoring and review

The delivery of PSHE is monitored by the SLT in line with all teaching in school through:

Learning walks, work scrutinies, pupil conversations etc

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

This policy will be reviewed by the teaching and learning lead every two years. At every review, the policy will be approved by the Pupil Outcomes governors committee.

This Policy has been written to reflect current legislation and other school policies:

- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Online Safety Policy
- Health and Safety Policy
- Staff Induction Policy
- Online Safety/Acceptable Use Agreement Policy
- Staff Code of Conduct

Appendix A



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Highlighted text indicates non-statutory lesson in Year 6