

Altham St. James' CE Primary School



PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) Policy

Our Mission Statement

Living our lives as Jesus wants us to

- Always be the best that you can be
- Respect the world and everyone in it
- Love, Forgive and reconcile

John 15:12 Love each other as I have loved you

Introduction & Ethos

At Altham St. James' CE Primary School, we are committed to delivering high-quality PSHE and RSE education that prepares pupils for life in modern Britain and beyond. Rooted in our Christian ethos, our approach nurtures respect, responsibility, and resilience, encouraging pupils to grow as caring individuals who live out the values of love, forgiveness, and reconciliation.

Statutory Requirements & Legal Framework

This policy complies with: DfE Statutory Guidance (2020) on Relationships Education, RSE, and Health Education; Education Act (1996); Equality Act (2010); Children and Social Work Act (2017); and Keeping Children Safe in Education (2024). Relationships Education is compulsory in primary schools. Parents cannot withdraw their child from this. Parents do not have the right to withdraw their child from Relationships Education, which is compulsory. However, they may request to withdraw their child from the non-statutory Sex Education elements following a discussion with the headteacher to ensure understanding and support.

Intent

Our intent is to equip pupils with the knowledge, skills, and values to lead healthy, safe, and fulfilling lives. PSHE and RSE support safeguarding, mental health, British Values, and SMSC development.

Implementation

PSHE and RSE are delivered through discrete weekly lessons based on the Discovery Education Health and Relationships Programme, complemented by cross-curricular links, focused assemblies, and enrichment activities tailored to the school's context and pupil needs. Lessons are carefully tailored to be age-appropriate and inclusive. Teaching strategies and resources are differentiated and adapted to meet the diverse needs of our pupils, particularly those with SEND including autism spectrum conditions, speech, language and communication needs, and moderate learning difficulties. This ensures equitable access and meaningful engagement for all pupils.

Impact

Impact is measured through pupil voice, observation, and well-being indicators. Pupils demonstrate resilience, respect, and understanding of diversity and safety.

Curriculum Content & Progression

Our curriculum covers statutory content: families, friendships, respectful relationships, online safety, mental and physical health, healthy lifestyles, drugs and alcohol awareness, internet safety, and puberty. See PSHE Overview 2025 for detailed progression.

Safeguarding & Equality

PSHE and RSE contribute to safeguarding by teaching pupils how to stay safe and seek help. We promote equality and inclusion, respecting protected characteristics under the Equality Act 2010.

Assessment & Monitoring

Assessment is ongoing through discussion, observation, and reflection. The policy and curriculum are monitored by the subject Leader, Headteacher and governors annually. The effectiveness of PSHE and RSE teaching is monitored through a combination of staff feedback, pupil surveys, and analysis of well-being data such as attendance, behaviour incidents, and safeguarding referrals. These measures enable ongoing evaluation of how well pupils are developing the skills and understanding outlined in the curriculum, informing future improvements.

Parent Consultation & Withdrawal

Parents are consulted on the policy and informed about sensitive content. Letters are sent prior to lessons on puberty or sex education. Parents may request to withdraw their child from the sex education elements of the curriculum following a discussion with the headteacher. We aim to work collaboratively with parents to address any concerns and to ensure a supportive learning environment for all pupils.

Christian Ethos in PSHE and RSE

Our PSHE and RSE curriculum is grounded in the teachings of Jesus Christ, promoting values such as love, respect, forgiveness, and reconciliation. These principles guide our approach to sensitive topics, fostering empathy, ethical decision-making, and an understanding and celebration of diversity. Pupils are encouraged to live out our school vision by loving one another as Christ loves us, thus integrating spiritual growth alongside personal and social development.

SEND Provision

We recognise the diverse needs of our pupils, including those with SEND such as autism spectrum conditions, speech and language difficulties, and moderate learning needs. Our PSHE and RSE curriculum is adapted through differentiated resources, visual aids, and targeted support to ensure all pupils can engage meaningfully and develop essential social and emotional skills in a safe and nurturing environment.

Mental Health and Wellbeing

PSHE and RSE contribute significantly to the school's broader mental health and wellbeing strategy by equipping pupils with resilience skills, emotional literacy, and strategies to maintain positive mental health. This complements pastoral support and wider safeguarding **practises**.

Staff Training

To ensure high-quality PSHE and RSE provision, all teaching staff receive regular training and updates on curriculum content, inclusive teaching methods, and safeguarding. This ongoing professional development supports confident and sensitive delivery of all programme elements.

Supporting Effective Delivery through School Context

Our strong and stable pupil attendance and positive school culture create a safe and supportive environment where pupils feel confident to explore sensitive and challenging topics. Close relationships between staff, pupils, and families further enhance the consistent and effective delivery of PSHE and RSE, ensuring all pupils can thrive personally, socially, and spiritually.

Our PSHE and RSE programme is strengthened through collaboration with local faith leaders, community services, and health professionals, fostering a supportive network that enriches pupil learning and reflects our Christian ethos.

Resources & External Agencies

We use high-quality resources and invite external agencies such as school nurses, Children and Family Wellbeing Service, police, fire service and community leaders to enrich learning.

Policy Review Cycle

This policy is reviewed annually by SLT and governors to ensure compliance with statutory guidance and Ofsted expectations.

Clarifications

- PSHE: Personal, Social, Health and Economic education
- RSE: Relationships and Sex Education
- SEND: Special Educational Needs and Disabilities
- Explanation of parents' rights regarding withdrawal from sex education

Appendix: Statutory Requirements Mapped to PSHE Overview 2025

Statutory Requirement	Coverage in PSHE Overview 2025
Families and people who care for me	Year 1/2 Cycle 1: The different people in our families, and how families vary. Year 1/2 Cycle 2: What a family is (including difference and diversity between families), and why families are important and special. Year 3/4 Cycle 1: Different types of committed relationships.
Caring friendships	Year 1/2 Cycle 1: Forming friendships and how kind or unkind behaviours impact other people. Year 1/2 Cycle 2: Understanding what makes a happy friendship; recognising personal boundaries. Year 3/4 Cycle 1: Being a good friend and respecting personal space.
Respectful relationships	Year 1/2 Cycle 2: Similarities and differences between people and how to respect and celebrate these. Year 3/4 Cycle 2: Identity and diversity; seeing different perspectives. Year 5/6 Cycle 1: Identity and peer pressure; positive emotional health.
Online relationships	Year 5/6 Cycle 1: Keeping ourselves safe online. Year 5/6 Cycle 2: Identity and behaviour online and offline.
Being safe	Year 1/2 Cycle 2: Recognising personal boundaries and safe/unsafe situations. Year

	3/4 Cycle 2: How to act if someone invades your privacy or personal boundaries.
Mental well-being	Year 3/4 Cycle 1: Strategies for resilience. Year 5/6 Cycle 1: Positive emotional health and wellbeing. Year 5/6 Cycle 2: Ways to prevent and manage mental ill-health.
Physical health and fitness	Year 3/4 Cycle 1: Maintaining physical and mental wellbeing through healthy eating, sleep and keeping clean. Year 5/6 Cycle 1: Lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.
Healthy eating	Year 1/2 Cycle 2: Ways to stay healthy, including safe and unsafe use of household products and medicines. Year 3/4 Cycle 1: Healthy eating.
Drugs, alcohol and tobacco	Year 5/6 Cycle 1: Lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.
Internet safety and harms	Year 5/6 Cycle 1: Keeping ourselves safe online.
Changing adolescent body (puberty)	Year 3/4 Cycle 2: How our bodies change as we enter puberty, including hygiene needs. Year 5/6 Cycle 1: Puberty changes and menstruation. Year 5/6 Cycle 2: Questions about puberty and change.