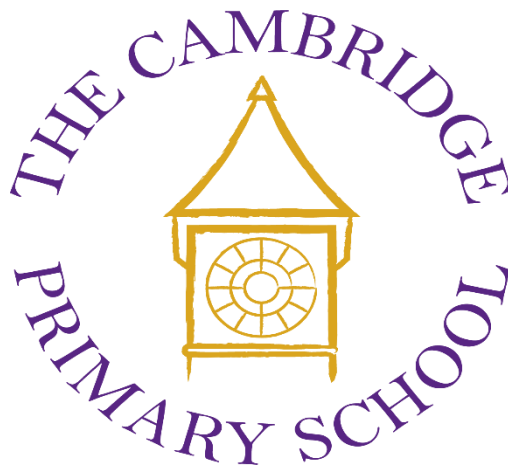


THE CAMBRIDGE PRIMARY SCHOOL

'Inspiring Minds Together'

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) AND RELATIONSHIP SEX and HEALTH EDUCATION (RSE) POLICY

2025



Date of LAC Approval:	July 2025
Date of Next Review:	July 2026

This policy was reviewed and produced to ensure that it is in line with current Government guidance (review May 2024). Legislation is due to change later in 2024 following consultation. Parents will have a consultation window should legislation confirm the changes.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils. As we open up KS2, we will carry out a detailed review of the content, terminology and specifics in the upper KS2 RSE curriculum.

The policy should be read in conjunction with other relevant policies including: Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Anti-bullying Policy, Equality Policy, EYFS Policy, Curriculum Policy and our school curriculum overview.

The Cambridge Primary School

PSHE and RSE Policy

At The Cambridge Primary School, we teach Personal, Social, Health and Economic Education (PSHE) as a whole-school approach and include the statutory Relationships and Sex Education (RSE) within this. We aim to deliver a PSHE curriculum that enables the children to revisit and develop knowledge, understanding, attitudes, values and skills they need in order to understand and respect who they are, to empower them with a voice and to equip them for life and learning as individuals and within the community. This provides enhanced opportunities for the children to develop and apply our unique Learning Characteristics of being brave, innovative, collaborative and taking ownership. As a school, we understand and value the link between personal development learning and whole school ethos regarding promoting good physical and mental health. PSHE and RSE should contribute to this and promote the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

In our school, we choose to deliver PSHE including RSE using the KAPOW scheme of work. It ensures we meet, and stay up to date, with the statutory Relationships and Health Education requirements whilst using the most up to date teaching materials.

INTENT

Through PSHE at The Cambridge Primary School, we intend to encourage the children to develop our school values:

- Respect
 - for self – including recognising their own worth
 - for others - understanding and respecting our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning
 - for their environment – including their role in protecting the world they live in
- Responsibility
 - for their own actions and decisions, their family, friends, school and wider community
 - for their own learning
- Happiness
 - understanding the importance of positive relationships and physical health for mental wellbeing
- Honesty
 - reflecting honestly on their experiences and understanding how they are developing personally and socially
 - tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- Excellence
 - understanding the importance of trying our hardest at everything we do
- Teamwork
 - working well with others and developing skills to form and maintain positive relationships

IMPLEMENTATION

At the Cambridge Primary School, we will implement:

- Discrete weekly PSHE lessons to teach the PSHE knowledge and skills in a developmental and age-appropriate way. There will be hourly lessons across Key Stage 1 and 2. In Reception, the children take part in weekly structured PSED (Personal, Social and Emotional Development) lessons lasting 20 minutes

however, PSED is embedded throughout the Early Years Framework. The aspects of PSED are Self-Regulation, Managing Self and Building Relationships.

- A spiral PSHE and RSE curriculum that promotes the learning to deepen and broaden every year.
- Class teachers delivering the weekly lessons to their own classes so the learning objectives are explored within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.
- A programme matched to the pupils' level of maturity.
- Links across the entire curriculum to enhance and enrich all learning opportunities and embed the objectives of the PSHE and RSE programme of study.
- Explicit links to the Computing curriculum, PE, RE and Science, which will complement their aims and enhance learning.
- The sharing of rich texts within the curriculum and daily story time that illustrate, reinforce and enhance the key PSHE and RSE learning.
- Fast feedback and celebrating 'marvelous mistakes' across the curriculum to enhance the development of resilience and self-esteem.
- Whole staff awareness, so all staff understand the development of self-esteem and relationships does not just take place during PSHE and RSE lessons but through all aspects of school life including the playground. Staff understand they have a responsibility to implement this policy by promoting and modelling the values of the school at any time they interact with children and each other.
- Opportunities to 'live' what is learnt and apply it to everyday situations, for example, assemblies, themed days and weeks, play and lunch time, through relationships child to child, adult to child and adult to adult across the school and the community.

Relationships and Sex Education (RSE)

As from September 2020, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019:

- Relationships education is compulsory for all pupils receiving primary education. The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).
- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RSHE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Trustees / Governors:

- Have a strategic oversight of the subject
- Work with SLT and subject lead to ensure legal obligations are being met

Headteacher:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Overseeing communication with parents and carers who wish to withdraw a child from sex education.

Subject leader:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

All staff:

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum content

The school has chosen to use the KAPOW RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.

- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The Cambridge Primary School has decided that the following lessons fall under the definition of 'sex education':

- Year 6: Safety and the changing body, lesson 5 – conception
- Year 6: Safety and the changing body, lesson 5 – pregnancy and birth

Each year, parents and carers will be informed of the content of the RSE lessons relevant to their child's year group. This information will also be available on the school website.

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents will contact the upper school lead by email
- A meeting will be arranged to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The decision to withdraw will be recorded on CPOMs.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

IMPACT

At the Cambridge Primary School, we monitor the impact of this policy through:

- Regular review by the SLT in conjunction with the subject lead and Governors. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated
- Weekly Safeguarding Meetings, reviewing record keeping, procedures and incidents
- Pupil conferencing and surveys, ensuring pupils feel comfortable and confident when discussing all aspects of PSHE and RSE
- Quality Assurance of the planning, teaching and learning of PSHE and RSE

What is the complaints procedure?

Any complaints about the PSHE or RSE programme should be made through the school's complaints procedure and in the first instance be directed to the Headteacher.

The Local Advisory Committee (governors) monitors the RSE policy on an annual basis. The Advisory Committee (governors) gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and

delivery of the RSE programme that is taught in your school. Governors scrutinise materials to check they are in accordance with the school's ethos.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (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](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).