St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

PSHE and RSE Policy

Issue Date	May 2026	
Agreed & Authorised (Name & Designation)	Headteacher Kirsty Kingham	Chair of Governors Kevin Davies
Next Review Date	May 2027 (interim review September 2026)	
Remarks There will be a full review of the PSHE curriculum inline with the DfE guidance from September 2026. This policy will be reviewed and updated at that time.		

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships, sex and health education (RSHE).

How the Policy was formulated:

This policy was drawn up following consultation with the school's board of governors, school staff and parents. All comments have been considered and acted upon within the regulation of the statutory government guidance. When the policy is reviewed, parents will again be consulted. With regard to the new RSE guidance 2020, all CE schools, including St Michael's Junior School, are supported in the delivery of the curriculum by the church which entirely supports the changes to the curriculum.

National Guidance:

The policy was drawn up using a range of national documents including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020, updated 2021)
- National Curriculum (2014)
- Drugs Guidance for Schools (2004)

Definitions and Terminology:

PSHE -	Personal, Social and Health Education
RSE -	Relationships and Sex Education
SMSC -	Social, Moral, Spiritual and Cultural development
British Values -	democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Where and to Whom the Policy Applies:

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working within the school.

Organisation of the PSHE Programme:

The PSHE leader is responsible for developing the PSHE and RSE curriculum. It is delivered by teaching staff with the support of the members of the local community where appropriate e.g. NSPCC and the Fire Service.

Monitoring is through feedback from parents, pupils and teachers.

Class teachers teach PSHE and RSE as a separate session each week. It may also be taught through other curriculum areas e.g. Science.

Aims and Objectives of PSHE and RSE:

Through PSHE, we aim for our pupils to:

- Know and understand what constitutes a healthy lifestyle, both physically and mentally
- Understand how to stay safe and seek help
- Understand what makes positive relationships with others
- Be respectful towards others and ourselves
- Be responsible and considerate members of the community
- Be positive and active members of society
- Be self confident individuals, making informed choices regarding personal and social issues
- Know how to develop good relationships with other members of the school community
- Be able to make good decisions about physical health and mental wellbeing
- Recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources
- Be able to make good decisions about physical health and mental wellbeing
- Know about the effects that drugs have on health and to enable them to make informed choices
- Help children learn the communication skills needed to express their concerns and make responsible decisions

Through RSE, we aim for our pupils to:

- Recognise what makes a healthy and positive relationship
- Understand that families, which may comprise a variety of forms, provide a nurturing environment for children
- Learn how to treat others with kindness, consideration and respect
- Recognise the importance of self respect, and how this links to personal happiness
- Understand the importance of permission seeking and giving in relationships with friends, peers and adults
- Know how to identify healthy online relationships, how to stay safe and keep personal information secure
- Learn about the importance of personal hygiene
- Know key facts about puberty and the changing adolescent body, including physical and emotional changes
- Name body parts and sexual organs
- Understand biological facts about sex and reproduction in a loving relationship

Contents of PSHE Curriculum, including RSE:

PSHE (Personal, Social and Health Education) encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge and skills they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

Social, Moral, Spiritual and Cultural development (SMSC) is a thread throughout the PSHE curriculum . Explicit opportunities to promote pupils' development in these areas are provided through our teaching of PSHE.

The PSHE programme follows Hampshire guidance with adaptations made to comply with the government's statutory guidance. In addition, Children and adults within the school follow the Jigsaw curriculum.

Staff Support and Training:

All staff are expected to make themselves familiar with the Policy for PSHE and RSE. Support for the teaching of PSHE will be given through:

- The sharing of relevant training attended by PSHE lead and other school staff
- Opportunities to attend training courses relevant to area of need
- Access to latest publications
- Updating of resources
- In house CPD

It is the PSHE leader's responsibility to pass on any new information which can affect the teaching and learning of any of the aspects of PSHE.

It is the Year Leader/Class teacher's responsibility to inform parents/carers of any materials that will be used during the teaching of sex education.

The Needs of Pupils:

All aspects of PSHE (including RSE and Health education) are all planned considering the target age group and their level of maturity. The curriculum makes explicit links to other subject areas, including science and computing to ensure children make connections and further their understanding. RSE is an area of the curriculum which needs to be dealt with sensitively therefore planning and resources are considered carefully to ensure the learning experience is clear and enriching. Parents will be invited to view resources relating to sex education within each year it is taught. Children may ask questions of any adult teaching them about RSE, most of which will be easily answered. However, there may be occasions, where the questions become more difficult to answer, or it is inappropriate to answer in a class situation. Teachers and outside agencies will use their professional judgement when dealing with awkward questions. If the question has caused concern it may be necessary to follow child protection procedures.

Special Educational Needs:

All aspects of PSHE (including RSE and health education) must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure learning experiences are accessible for all. Teachers will ensure that the needs of any children with special educational needs are considered prior to teaching, and addressed as appropriate e.g. the teaching of key vocabulary prior to the lesson or adapting teaching approaches according to need whether emotional or otherwise.

Assessment, Monitoring and Review:

Teachers will make formative assessments whilst teaching a unit and, as a result, adjustments can be made to planning as required. At the end of each unit, summative assessments will be made in line with the current assessment model. Monitoring of planning and teaching will take place over the course of each year by the PSHE leader. This will be through learning walks, pupil conferencing and book moderations. Resources will be reviewed regularly.

Referral and External Support:

We work closely with external agencies such as The Early Help Hub (Locality Team), school nurse and CAMHS. We also employ a family support worker. Parents are involved in the referral process (except in referrals to Social Care which relate to safeguarding concerns).

Involvement of Parents/Carers:

The policy has been drawn up by the PSHE subject leader. Subsequently, it was discussed and edited where required by SLT and school governors. Following this process, parents had a consultation period regarding the curriculum changes relating to the new RSE guidance from the government. (Relationships and Sex Education RSE and Health Education.pdf)

This involved a questionnaire being made available, parents consulted at forum and opportunities to discuss at parent consultation evenings.

Explanation of the Right to Withdraw

Parents have the right to withdraw their child from all or part of the sex education curriculum provided at school except those parts found in the Statutory National Curriculum for Science.

Linked Policies:

- Behaviour Policy
- Child Protection policy
- Safeguarding policy

Dissemination of the Policy:

This policy is available on our school website or upon request from the school office. It will be updated every year, or in light of new legislation.

Requirements on schools in law e.g. the Equality Act

In line with the Equality Act of 2010, and our commitment to the emotional wellbeing of our children, parents do not have the right to withdraw their child from the relationship education element of the curriculum.