



Alderton Junior School

**Personal, Social, Health, Citizenship and
Economics Education (PSHCE) Policy**

**Included within this policy is Relationships
and Sex Education (R.S.E)**

Adopted by Governors: February 2025

To be reviewed: February 2027



Policy Context and Rationale:

This policy covers our school's approach to the implementation of Personal, Social, Health, Citizenship and Economics Education (P.S.H.C.E) and Relationships and Sex Education (R.S.E.)

Currently, under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- ***promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and***
- ***prepares pupils at the school for the opportunities, responsibilities and experiences of later life.***

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'.

Since September 2020, it has been compulsory for all primary school children to receive Relationship Education and compulsory for secondary school children to receive Relationships and Sex Education (R.S.E). Health Education is compulsory in all schools except independent schools.

<https://educationhub.blog.gov.uk/2023/10/rshe-relationships-health-sex-education-review-curriculum-to-protect-children/>

Policy availability:

Parents and carers will be informed about the policy through PSHCE Education and RSE consultations. It is available on the school's website and on request at the school office. If parents/carers require the policy in another format, they should make the request through the school's office.

Policy aims and objectives:

"Primary Education should endeavour to extend children's knowledge of themselves and the world in which they live, to help themselves acquire increasing competence through the development of concepts and skills, and to enable them to develop their own self confidence and to relate happily to others". (A policy for the Curriculum in Essex Schools).

At Alderton Juniors, we believe that Personal, Social, Health, Citizenship and Economics education (PSHCE) is crucial in supporting children in their personal development, and underpinning learning in the classroom, school, and in the wider community. PSHCE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others.



Through PSHCE Education, children develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. As a school we encourage perseverance, aspiration, curiosity, independence, engagement and resilience (PACIER) in a happy and caring environment. Within our teaching of PSHCE, we also cover Spiritual, Moral, Social and Cultural learning opportunities (SMSC) as well as teaching the British Values in order to prepare our children for life in Modern Britain.

In our school we choose to deliver Personal, Social, Health, Citizenship and Economics Education (including Relationships and Sex Education (RSE) using the Cambridgeshire PSHCE scheme of work. We also follow advice and guidance and use resources from the PSHE Association and use NSPCC guidance. Our approach is cross-curricular and where possible, PSHCE and RSE can be linked to wider curriculum subject areas as well as taught within Science.

As part of our PSHCE curriculum, we also use the No Outsiders programme to develop pupils' understanding of equality and diversity and the Protected Characteristics in the Equalities Act 2010. This is achieved through half termly lessons using a range of picture books and regular No Outsiders assemblies.

Creating a safe and supportive learning environment

Real-life experience is often used as a vehicle to explore key PSHCE learning, therefore it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this.

At Alderton Juniors, we will ensure that for each lesson, children are taught under this framework:

- self-respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views within a framework of respect for others.
- not imposing our views on other people.

In the course of PSHCE (and RSE) lessons, pupils may indicate in some way that they are vulnerable, 'at risk' or a child may show an inappropriate level of sexual knowledge. In these circumstances, adults will manage these issues and discussions sensitively following the school policy for managing disclosures. All staff will refer to the school's Child Protection and Safeguarding Policy and teachers will consult with a Designated Safeguarding Lead.



Answering questions raised by pupils

Within our PSHCE and RSE lessons, it is important that our pupils feel able to ask any questions that they wish and that their questions are valued. Careful consideration will be given by teachers on how to respond to these questions. Teachers may sometimes need to consult with the Senior Leadership Team or Designated Safeguarding Lead regarding how to answer a specific question. In these instances, the child will be asked to wait for an answer.

An anonymous question box will be provided while the RSE programme is being taught. Pupils who are not comfortable raising questions in an open setting, may put questions in this box that the teacher can respond to at a later date. If pupils have any questions not pertaining directly to the RSE programme being delivered, they will be encouraged to discuss these with their parents/carers.

If several children start to ask questions about a particular topic (perhaps due to media coverage) then the RSE curriculum can be adapted to deal with this issue to prevent pupils from becoming misinformed or receiving biased information.

Entitlement and equality of opportunity

Our PSHCE (inc. RSE) curriculum aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability. It responds to the needs of individual pupils and takes cultures, faiths, family backgrounds and dispositions into consideration.

As far as is appropriate, pupils with special educational needs will follow the same PSHCE Education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHCE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Intended outcomes

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHCE education. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

At Alderton Juniors, learning is usually organised into half-termly themes. The school currently follows a 2 yearly PSHCE rolling programme (Cambridge programme) so that all pupils have



time to deepen their understanding of each topic and can revisit specific themes each year. Teachers will ensure where possible, that themes are linked to other areas of the curriculum to enhance the learning experience for the children.

Whole school areas of learning include:

- Beginning and Belonging
- Rights, Rules and Responsibilities
- Family and Friends
- Anti-bullying
- Working Together
- Financial Responsibility
- Relationships Education
- Relationships and Sex Education (Year 6 only)
- Managing Risks
- Safety Contexts
- Drugs Education
- Keeping Safe
- Diversity and Communities
- Managing change

Parents/carers should ask their child's class teacher if they would like to access any of the resources being used for a specific area of learning.

If parents/carers have any questions/concerns about the content of any area of learning they should first approach their child's class teacher who can refer to a member of the Senior Leadership Team where necessary.

Relationships and Health Education

Since September 2020, parents/carers no longer have the right to withdraw their child/ren from Relationships and Health Education. Should parents/carers have any concerns about the material their child is being taught, they should in the first instance, approach their child's class teacher who can refer to a member of the Senior Leadership Team where necessary.

In line with government guidance, Alderton Juniors will ensure that when we teach about families, we are sensitive to the needs of all children and their circumstances.



“...Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) We will take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers”.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Use of correct terminology within PSHCE and Science Education

As part of PSHCE and Science Education, children will be taught the names of all the main body parts including the main exterior male and female organs. Teachers will refer to the AJS Progression of language (teaching of body parts) before teaching relevant units. Parents can also request to see this document. This is in accordance with current guidance from the NSPCC as part of the PANTS rule that advises that pupils know this information in order to protect themselves from abuse. Parents should speak to their child's class teacher if they have questions regarding this.

Puberty Education (Year 5)

Children in Year 5 will learn about Puberty alongside their Science topic, Animals including Humans. Class Teachers will inform parents before children start this unit of learning and parents can request to view all teaching resources that will be used in the delivery of these lessons.

Relationships and Sex Education (Year 6)

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through a parent information session to give them an opportunity to view the materials and resources used. Parents/carers of children in Year 6 will be notified in advance as to when their child will begin their Relationships and Sex Education lessons.

If parents/carers are unable to attend the parent information session, they can request to view all teaching resources that will be used in the delivery of their child's Relationships and Sex Education at another convenient time.

Informing parents/carers of their right to withdraw

Parents/carers are required to write to the Headteacher to request their child be withdrawn from the Year 5 Puberty Education and Year 6 Relationships and Sex Education lessons. The Headteacher will invite the parent/carer to a meeting to discuss their request.



Provision will be made for pupils whose parents wish their child to be removed from Relationships and Sex Education lessons to work in another classroom while the lessons are being delivered.

Policy Review

As part of effective PSHCE and RSE provision, this policy will be reviewed at least every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.