

Cragside Church of England Primary School



PSHCE (Personal, Social, Health, Citizenship, Economic) with Relationships and Sex Education (RSE)

Revised: January 2026

Date of next Review: January 2028 (or sooner if required)

(This document is available in an alternative format and in an alternative language on request)

Out Ethos and how this permeates our School Curriculum

Our Christian vision is to follow Jesus' teaching, helping us to strive for excellence in all that we do and flourish as unique individuals so that all can 'Shine Bright'. This is underpinned by Jesus teaching in Matthew's Gospel that everyone should 'Let your light shine...'

The Cragside family is special and we aim for all our members to be independent, enthusiastic learners and responsible citizens, living up to their true potential, being all that they can be by looking in, at themselves, looking out, towards others and looking up towards God and/or as part of their own spiritual journey. Throughout their time in school everyone is encouraged to have confidence in their own abilities so that they have the opportunity to achieve their potential and feel empowered to use their voice to enable themselves and others to flourish and shine. We promote mutual respect, tolerance, and understanding and encourage respect, responsibility and individuality. Positive and caring relationships are the thread which weaves through all of our school community-relationships where all are valued and all value each other. All children, staff and families in school are celebrated as unique individuals who are valued, loved, celebrated and supported. We strive to enable all to SHINE BRIGHT and flourish at Cragside.

Matthew 5:16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Looking In Looking Out and Looking Up

At Cragside we want everyone to explore their own spiritual and personal development through encounters with themselves, others and God and/or something bigger than themselves. We talk about Looking In, Looking Out and Looking Up.

Looking In	We encourage all members of our Cragside family to take time to get to know themselves, who they are and what they think. We encourage self-reflection and self-care and for every member of our community to love and value themselves as a unique child of God. We encourage everyone to explore their gifts and talents and celebrate themselves.
Looking Out	We encourage all members of our school to use their gifts and talents to look out towards others. We want all members of our school community to use their gifts and voice to show love and care for others both locally and globally. Through encounters with others we encourage children and adults in school to be advocates for change and to develop a passion for fighting social injustice.
Looking Up	We are all spiritual beings on our own spiritual journey. We encourage members of our team to explore and consider something greater than themselves. We provide opportunity for prayer, reflection and encourage children and adults in school to explore life's big questions.

Our School Values

Our school values of kindness, love, perseverance, joy, forgiveness and respect are informed by our vision and give children and adults in school ways of supporting ourselves and others to SHINE BRIGHT.

Legal Framework

This policy is written in accordance with the **Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (updated July 2025 for implementation September 2026)**. The policy outlines how we deliver the statutory Health Education and age-appropriate Relationships Education, and how we engage with parents and safeguard pupils.

This policy has also been developed with regard to legislation and statutory guidance including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2025
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- SIAMS Framework 2024
- Valuing All God's Children 2022
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education 2025
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following policies:

- Safeguarding (including child sexual exploitation)
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Pupil Confidentiality
- Inclusion
- Personal, Social and Health Education
- Social, Moral and Cultural
- Spiritual Development

Definitions

For the purposes of this policy "**Relationships education**" (**Rel Ed**) is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and

friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy “**Relationships and sex education**” (**RSE**) is defined as teaching pupils about lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purpose of this policy “**Health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Curriculum Organisation

Primary PSHCE Curriculum Expectations:

- **Health Education:** Fundamental physical and mental wellbeing content is now statutory and embedded within our curriculum.
- **Accurate terminology:** We teach and use the correct anatomical terms which supports our strong safeguarding practice.
- **Mental health language:** Our scheme of work, as well as our carefully planned wellness days/weeks, teaches pupils about emotional wellbeing and supports them in help-seeking when needed.
- **Emerging issues:** We actively address relevant contemporary concerns such as online safety, social media and related harms where appropriate for pupil age and maturity, with sensitivity and safeguarding at the forefront.
- **Sex Education:** Sex Education is as a distinct subject beyond statutory Science and it is not mandatory in primary schools. However, we have chosen to include it at Year 6, in consultation with parents/carers.
- **Age-Appropriate Teaching Around:**
 - Physical and emotional safety
 - Online risks and healthy relationships
 - Understanding boundaries and respect

These themes are embedded in our curriculum and the content taught is to **protect and empower our young children**.

We will consider local health profiles of children and young people within the catchment area of the school, which can help to identify local priorities in the curriculum

The delivery of our relationships education and health education coincide with one another and will be delivered as part of our PSHCE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DFE's Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2025. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 3.

An overview of Health Education and what pupils will know by the end of primary school is at Appendix 4.

An overview of Sex Education and what pupils will know by the end of primary school is at Appendix 5.

An overall summary of the content that will be taught during each Year Group can be found in the Progression of Skills in PSHCE Relationships and Sex document, which can be found on our school website.

Sex Education

The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At our school, we teach pupils sex education beyond what is required of the science curriculum. Parents are consulted on the organisation and delivery of our sex education

curriculum and are given the opportunity to feedback on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education. All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair. A summary of the content that is currently taught during each Year Group is outlined at Appendix 5.

Resources and Delivery of Curriculum

We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make. Our relationships and sex education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. At the point we consider it appropriate to teach pupils about LGBT (lesbian, gay, bisexual, transgender), we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a stand alone lesson. Pupils will be taught about LGBT from Early Years onwards and formally in Upper Key Stage 2, with a focus on pupils developing an understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic.

Teachers will ensure that pupils' views are listened to and we will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately to the pupil's age. We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, meet the outcome of the relevant part of the curriculum, and are in line with the school's legal duties in relation to impartiality.

We will not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

Teachers will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that all pupils of differing abilities are suitably challenged. Teachers will identify and assess the needs of pupils who may require extra support or intervention.

Whilst there is no formal examined assessment for these subjects, we will use tests, written assignments or self-evaluations, to capture progress.

We are currently using a range of resources to support our curriculum from Discovery Education.

External Partners

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

External agencies can provide speakers, tools and resources to enhance and supplement the curriculum.

It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with our legal duties regarding political impartiality. We will:

- forbid the pursuit of partisan political activities by junior pupils
- forbid the promotion of partisan political views in the teaching of any subject in the school
- take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views

Before delivery of the session we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

Links with other curriculum areas

We seek to draw links between relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects, in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- English - when literary texts which touch on emotional aspects of relationships are studied in the English curriculum
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support, and how content in computing relates to online and media topic
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

Consultation with parents and carers

We understand the important role parents play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

We work closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through some of the following:

- Questionnaires and surveys
- Focus groups – including pupil groups
- Emails/text message service
- Training sessions
- Newsletters and Curriculum Maps
- Website

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Right to withdraw

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept.

The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Where there is shared parental responsibility, both parties should, where possible, reach a shared agreement to request that their child is withdrawn from sex education.

Staff Training

Teacher wellbeing

It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma.

It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need.

Leaders will engage teachers in considering their own needs in advance.

It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions.

All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

Bullying and Confidentiality

Cragside C of E Primary has a zero tolerance approach to bullying. Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

Dealing with sensitive issues - Conversations within lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.

To help create a safe environment for pupils when teaching these topics, we will consider:

- setting ground rules for lessons, where needed, particularly around not sharing personal information (there is guidance on how to create ground rules in the individual subject training modules)
- stopping discussions if personal information is shared in lessons and following up with pupils later where needed
- not promising confidentiality if a pupil confides something concerning
- telling pupils they can ask for help and they will be taken seriously

Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos is maintained and developed through the subjects.

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHCE with RSE subject leader is responsible for:

- Overseeing the delivery of the subjects.

- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of LSAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.
- Ensuring:
 - the needs of all pupils are met
 - the curriculum is fully accessible
 - education, health and care (EHC) plans are followed
 - that teaching is differentiated to support pupils with SEND to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic.

- The specific duties set out in:
 - schedule 10 of the Equality Act 2010 to support the participation of disabled pupils
 - chapter 6 of the SEND code of practice, to support the participation of pupils with SEND

PSHCE with RSE Intent

At Cragside C of E Primary School, PSHCE with RSE is underpinned by our school's aims, ethos, Christian Vision and safeguarding. Weaving through the heart of our teaching, is a commitment to enhancing and promoting our core Christian Values. It strongly reflects our school vision and the associated values of our school and develops character and virtues such as honesty, integrity, self- control, courage, humility, kindness, forgiveness, generosity and a sense of justice. It encourages relationships that are hopeful and aspirational.

Our PSHCE with RSE curriculum empowers our children to cherish themselves and others as unique and wonderfully made, and teaches them how to form healthy relationships where they respect and offer dignity to others. It enables our children to become independent, confident, healthy and responsible members of society, as well as developing the “whole child” intellectually, morally, socially and spiritually. Our curriculum also helps our children to develop skills and aptitudes, such as teamwork, communication, and resilience, all of which are crucial to navigating the challenges and opportunities of the modern world.

Through our whole-school approach to PSHCE with RSE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. We understand, through research, that children who are emotionally healthy do better at school. PSHCE with RSE at Cragside aims to help our children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHCE with RSE at Cragside provides our children with the knowledge that will enable them to navigate and contextualise the world in which they live. They will be taught how to express their own views and make their own informed decisions.

Our curriculum equips our children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Our curriculum promotes healthy resilient relationships set in the context of character and virtue development.

Our PSHCE with RSE curriculum seeks pupils' views so that teaching is relevant to their lives. It discusses real life issues relating to the age and stage of our children, including friendships, families, consent, relationship abuse, exploitation and safe relationships online. This is carefully targeted and age appropriate based on teacher judgments about pupil readiness for this information, in consultation with parents and carers.

The Intentions of PSHCE with RSE:

- Enhance and promote our core Christian Values
- Develop character and virtues such as honesty, integrity, self- control, courage, humility, kindness, forgiveness, generosity and a sense of justice
- Encourage relationships that are hopeful and aspirational
- Empowers our children to cherish themselves and others as unique and wonderfully made
- Teaches our children how to form healthy relationships where they respect and offer dignity to others
- Enables our children to become independent, confident, healthy and responsible members of society
- Develops the “whole child” intellectually, morally, socially and spiritually
- Helps our children to develop skills and aptitudes, such as teamwork, communication, and resilience
- Helps our children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships
- Provides our children with the knowledge that will enable them to navigate and contextualise the world in which they live
- Enables our children to express their own views and make their own informed decisions
- Equips our children with relevant and meaningful content
- Builds resilience and nurtures mental and physical health
- Provides our children with a strong understanding of the diverse world around them and supports them in playing a positive role in contributing to the school and the wider community
- Promotes healthy resilient relationships set in the context of character and virtue development
- Seeks pupils’ views so that teaching is relevant to their lives
- Discusses real life issues relating to the age and stage of our children

Implementation of PSHCE with RSE

At Cragside C of E Primary School we have a clear and comprehensive scheme of work which is in line with the National Curriculum. PSHCE with RSE is delivered in an inclusive way that gives dignity and respect to all that make up our wonderfully diverse society. It is taught in a way that is sensitive to the faith and beliefs of those in the wider school community. **In developing this policy, we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education (Rel Ed), relationships and sex education (RSE) and health education (RSHE) (Appendix 2)**

We value the importance of faithfulness as the underpinning and backdrop for relationships education. Our curriculum focusses on six broad topics:

- Healthy and Happy Friendships
- Similarities and Differences
- Caring and Responsibilities
- Families and Committed Relationships
- Healthy Body, Healthy Mind
- Coping with Change

Each topic contains age-appropriate content, developing themes in a 'spiral curriculum' so that pupils are building on their skills and understanding each year. Curriculum content sometimes overlaps or is repeated across topics and this is to enable pupils to develop, practise and apply knowledge and skills across different contexts and situations. The spiral curriculum starts in Year 1 and follows the children through to Year 6. The scheme of work which we follow is complemented by our active participation in key campaigns throughout the year such as Anti-bullying Week, National Recycle Week, Child Safety Week, Fairtrade Fortnight, etc. Please see PSHCE with RSE overview for further information.

Discrete PSHCE with RSE lessons take place each week and are designed to take approximately 30 minutes to one hour of teaching time. Each core theme is broadly covered each half term.

Each unit of work is launched with an introductory video clip which children can relate to. The videos enhance learning and broaden understanding of particular concepts. Teachers use the videos in a variety of ways to best suit their needs, for example: as an introduction to a topic or concept before teaching a lesson, as a springboard to stimulate discussion, as a way to demonstrate or further illustrate a particular concept during a lesson or whole topic, as a stimulus for further classroom activities, discussion, as a reference point to both remind pupils of concepts and to distance the learning from them so that pupils can relate back to a real-life situation without it being about their own lives. The videos are child-led: presented by Archie and Elise who explore questions and meet with other children who share their experiences. They explore a range of real-life or animated scenarios, visit schools and interview individuals, helping children to see the world from different perspectives, engage in discussions and share their opinions.

Themes of personal safety and mental health and wellbeing are developed in an age-appropriate way and apply across topics. These include:

- Personal boundaries and privacy
- Safety networks
- Safety skills
- Feelings and emotions
- Self-awareness
- Resilience and self-worth
- Positive mental and emotional health and wellbeing

Displays across school

PSHCE with RSE is displayed across the school and is enhanced and promoted through our core Christian and British values displays.

Acts of Kindness

Each class has an interactive Acts of Kindness book/display/ tally chart where acts are shared and celebrated. All acts of kindness work towards a class SUPERKIND reward.

Collective Worship and Family Worship

Collective Worship at Cragside C of E Primary School encompasses all aspects of school life and all areas of the curriculum so that every member of staff and every child feels involved. It both reflects and nurtures the whole ethos of the school. In particular, it develops the feeling of belonging to a community which is essential for personal development and spiritual growth. At Cragside we view worship as an educational opportunity with clear objectives:

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To explore and review the variety of values, attitudes and standards manifested in society
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn...

Active Citizenship

At Cragside C of E Primary School we encourage our children to take part in a range of practical roles and activities that promote active citizenship. Examples of these include:

- Peer mentoring
- Community gatherings, for example church services at Harvest, Easter and Christmas
- Singing in the community
- Music and Arts evenings
- Young Sports Leaders
- Happy Lunchtime Helpers
- School trips, including Year 6 residential
- STEM Ambassadors
- Class and whole school fundraising
- Litter picking
- Reading to the elderly at local care home
- Global citizenship
- Engagement in school and local events
- Meeting with and working with members of the community, such as health workers, firefighters, music tutors, police officers, specialist teachers, town Mayor, members from partnership schools, sports coaches, secondary school pupils, artists, authors, members from our church family, members from other faiths, university students, engineering companies, local residents from care homes

PSHCE with RSE links with Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Year 4 we acknowledge that some children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

PSHCE with RSE Impact**What will impact look like?**

- Children will be responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Children will have developing and deepening understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment is promoted and meets the needs of all children, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- Our children reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives them the qualities they need to flourish in our society
- Children will develop in confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Children recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, forced marriage, substance misuse, gang activity, radicalisation and extremism – and they are aware of the support available to them
- Children recognise the dangers of inappropriate use of mobile technology and social media

- Children understand how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for our children to be active during the school day and through extra-curricular activities
- Children develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- Children will demonstrate the British and Christian values of Perseverance, Respect, Joy, Forgiveness, Care and Love.
- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- PSHCE with RSE is a fundamental subject for our disadvantaged children. Research has shown that there is a strong link between pupil health and wellbeing and attainment. By teaching children to stay safe and healthy, and by building self- esteem, resilience and empathy, an effective PSHCE with RSE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged children.
- Children will be challenged to think independently in collaborative classroom communities.
- Children will develop positive and healthy relationships with their peers both now and in the future.
- Children will understand the physical aspects involved in relationships at an age appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images
- Our children know how to feel safe and happy so that they can excel in all aspects of school life.
- Our children and staff value well-being, mental health and good citizenship.
- Children will be prepared to cope with change.
- Children will know about family types and committed relationships.
- Children will be able to make informed decisions and choices to maintain a healthy body and a healthy mind.
- Children will know about personal boundaries and privacy.

Monitoring and evaluating the policy

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. We will continuously evaluate and review the implementation of relationships education, relationships and sex education and health education, to ensure the quality of provision.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The local Academy Council is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Recording of PSHCE with RSE

All learning is recorded in Class Photo Books, through class and school displays, our school Twitter feed and through open dialogue with our children.

Discrete PSHCE with RSE

Every lesson plan contains learning objectives and outcomes against which pupils' progress in learning and skills development can be measured. The activities within the lesson plan are designed to meet the learning objectives, and give teachers an opportunity to evidence progress and achievement of the learning outcomes. Each lesson plan also contains an assessment section highlighting which activities in particular teachers (and pupils) can use to demonstrate and evidence that learning outcomes have been met.

Measuring and evidencing progress is important for the following reasons:

For pupils: it provides a chance to reflect on learning, increases motivation and raises awareness of their own personal development, knowledge and skills.

For teachers: it gives an understanding of what pupils know (or don't know) already, and where they need to be, enabling them to feel confident that learning and understanding has taken place, that progress has been made, and in identifying and planning for future learning needs.

For schools: it provides evidence of ways in which they are meeting the statutory guidelines for relationships and health education, and for requirements for whole-school outcomes such as safeguarding, British values, SMSC and preparation for the opportunities, responsibilities and experiences of later life.

Ways to measure progress:

Baseline assessment: a baseline assessment is carried out before teaching anything new, to establish what pupils already know, think or can do. Baselines can also be used to recap on previous learning to establish if pupils have retained it (for example, between lessons, topics or year groups). Examples of useful baseline activities include questioning, discussion, 'draw and write', mind mapping, spider diagrams, graffiti walls and quizzes.

During learning: assessment for learning takes place formally or informally while pupils are doing activities as a way to gauge understanding and further develop thinking. Examples may include structured questioning, discussion, justification of choices during activities, observations, etc.

Measuring progress: the simplest way to measure progress at the end point of a teaching block is to revisit the original baseline activity. Some of these (e.g. mind maps, spider diagrams, draw and write) can be very effective if pupils revisit them by writing additional ideas and learning in a different coloured pen so that development of thinking is clearly shown. Alternatively, pupils might repeat the activity, or do something completely different that

assesses the same knowledge and understanding. Other ways to demonstrate progression include using learning/knowledge journals; creating posters or presentations; giving information to a peer group or younger pupils; a report, blog, or similar, or an exhibition of work for display. Pupils will be assessed using the terms working towards, working within or working at a greater depth in PSHCE with Sex and Relationships.

Subject Lead Monitoring

The PSHCE with RSE leader, Lyndsey Urwin, carries out regular whole school monitoring through book scrutiny, pupil voice, and open dialogue with all staff members and parents/carers. The purpose of this monitoring process:

- Raises the subject's status among pupils, staff, governors and parents
- Ensures key vocabulary is introduced and used progressively across the school
- Enables the subject leader to check that teaching and learning matches subject overviews
- Enables the subject leader to measure impact on relationships, both between teachers and pupils, as well as between pupils themselves
- Enables the subject leader to offer support or CPD for teachers to deliver what can be a challenging subject with increased confidence.

This policy is monitored by the governing body and will be reviewed every two years or sooner if required.

Appendix 1:

Cragside Church of England Primary School



Our mission is to enable everybody to achieve their full potential within a safe, happy and caring community where Christian values are at the heart of all we do.

We seek to achieve this by:

- An aspirational whole school culture of 'high achievement for all' so each child has the opportunity to SHINE BRIGHT.
- Providing high quality first teaching and outstanding learning opportunities that help every child to develop and grow intellectually, spiritually, morally, physically and emotionally.
- Valuing each child as unique and precious and respecting the dignity and worth of every individual within our school community.
- A whole school culture of safeguarding that protects our children and equips them with the knowledge to make informed choices about how to enjoy a safe, happy and healthy lifestyle both in school and out of school.
- Creating a stimulating and safe learning environment with excellent resources that provides excellent opportunities for creative learning.
- Encouraging and promoting high quality relationships and excellent behaviour, expecting everyone to show respect, care and tolerance towards others and model the Christian value of kindness that our school is built on.
- Creating a relevant, balanced and engaging curriculum so all our learners have a love of learning and a thirst for knowledge throughout each year at Cragside and in preparation for secondary school.
- Promoting British values and encouraging all pupils to become caring, responsible and respectful citizens within our local and global community.
- Seeking to foster lively, enquiring, creative and independent thinkers who have a love of learning and a thirst for knowledge.

School motto:
 "Let Your Light Shine"
 (Matthew 5:16)

Appendix 2

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In The Durham Diocesan MAT we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 3

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

By the end of primary school, pupils will know:

7. How important friendships are in making us feel happy and secure, and how people choose and make friends.
8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
10. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
11. How to recognise who to trust and who not to trust.
12. How to judge when a friendship is making them feel unhappy or uncomfortable.
13. How to manage conflict.
14. How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

15. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
16. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
17. The conventions of courtesy and manners.

18. The importance of self-respect and how this links to their own happiness.
19. That in school and 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.
20. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
21. What a stereotype is, and how they can be unfair, negative or destructive.
22. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

23. That people sometimes behave differently online, including pretending to be someone they are not.
24. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
25. The rules and principles for keeping safe online.
26. How to recognise harmful content and contact online, and how to report these.
27. How to critically consider their online friendships and sources of information.
28. The risks associated with people they have never met.
29. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

30. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
31. About the concept of privacy and the implications of it for both children and adults.
32. That it is not always right to keep secrets if they relate to being safe.
33. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
34. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
35. How to recognise and report feelings of being unsafe or feeling bad about any adult.
36. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
37. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
38. Where to seek advice, for example, from their family, their school and other sources.

Appendix 4

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

39. That mental wellbeing is a normal part of daily life, in the same way as physical health.
40. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
41. The scale of emotions that humans experience in response to different experiences and situations.
42. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
43. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
44. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
45. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
46. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
47. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
48. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
49. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

50. That for most people, the internet is an integral part of life and has many benefits.
51. About the benefits of rationing time spent online.
52. The risks of excessive time spent on electronic devices.
53. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
54. How to consider the effect of their online actions on others.
55. How to recognise and display respectful behaviour online.
56. The importance of keeping personal information private.

57. Why social media, some computer games and online gaming, for example, are age-restricted.
58. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
59. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
60. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

61. The characteristics and mental and physical benefits of an active lifestyle.
62. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
63. The risks associated with an inactive lifestyle, including obesity.
64. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

65. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
66. The principles of planning and preparing a range of healthy meals.
67. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

68. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

69. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
70. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
71. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
72. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- 73. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- 74. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- 75. How to make a clear and efficient call to emergency services if necessary.
- 76. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

- 77. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- 78. About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 5

Outline of Sex education per year group

Reception and Year 1

About the process of growing from young to old and how people's needs change. The names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls.

Year 2

About the process of growing from young to old and how people's needs change. The names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls.

Year 3

The names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

Year 4

How their body will, and emotions may, change as they approach and move through puberty. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. About human reproduction.

Year 5

How their body will, and emotions may, change as they approach and move through puberty. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.

Year 6

How their body will, and emotions may, change as they approach and move through puberty. About human reproduction. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

Appendix 6

Outline of Relationships Education, Sex Education and Health Education per year group.

The school plans a progressive curriculum, topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

We will deliver a carefully sequenced and coherent curriculum, by:

- identifying the essential concepts, knowledge, skills and principles of the subject and providing an opportunity for all pupils to learn and master these critical components
- ensuring pupils' thinking is focused on key ideas within the subject
- working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations
- using resources and materials aligned with the school curriculum (for example, printed or online textbooks or shared resources designed by experienced colleagues that carefully sequence content)
- being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.

Ensuring content is appropriate

The safety of children is of paramount importance in school.

Teachers should be aware of age inappropriate material on the internet. Great caution should be exercised before setting any assignment, in class or at home, that involves researching a subject where there is a high risk that a child could accidentally be exposed to age inappropriate material, such as pornography. Particularly at primary level, teachers should be careful not to expose children to over-sexualised content.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Schools have the freedom to develop an age-appropriate, developmental curriculum which meets the needs of their young people, in consultation with parents and the local community.

Teachers will be mindful of the law and legal requirements and be careful not to condone or encourage illegal political activity or the use of illegal drugs.

We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. We will not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity will not be used and we will not work with external agencies or organisations that produce such material. While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.