

Amblecote Primary School



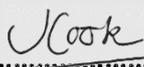
RSE / PSHE & Citizenship Policy

Responsibility for monitoring this policy: Head teacher / PSHE Lead

Review Annually

Reviewed: November 2025

Review date: September 2026

Proposed by the Headteacher  Mrs J. Cook

Approved by Governing Body  Mrs C. Roberts (Chair of Governors)

Produced by **Mrs Marie Pickett**

In consultation with **SLT, Parents and Governors**

To be reviewed: **November 2025 by Mrs Marie Pickett**

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

Introduction and Background

PSHE and Citizenship education are school subjects through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE and Citizenship programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE and Citizenship education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Personal, Social, Health and Economic Education (PSHE), underpins life at Amblecote Primary School. At Amblecote, we believe that nurturing safe, happy and healthy children is central to all aspects of their learning and development. We believe that children should acquire the ability to make informed, healthy and moral choices in their lives and recognise that they should play a positive role in the school and wider community. PSHE helps enable children to become confident, independent members of society with an awareness of their rights and responsibilities as individuals and as part of a diverse society.

Vision Statement

PSHE and Citizenship plays a vital role in the school's ability to fulfil its vision statement. The teaching of PSHE, both planned and unplanned, is essential in ensuring our pupils are happy, healthy and ready to learn.

We work hard to ensure that every pupil develops as a happy and successful child. We provide a safe and innovative indoor and outdoor environment for learning. By working together, with parents, to achieve our best, we enable all our children to reach their full potential. We value and celebrate all their achievements. Our aim is for all our pupils to become considerate, enquiring and self-confident young people, with a lifelong love of learning and the skills for life

Equalities

The Equality Act (2010) clarified the new legal duties of public bodies, such as schools, to eliminate discrimination, harassment and victimisation and listed protected characteristics. For more information on our core approach and commitment to promoting equality of opportunity please see the school Equality Scheme and Policy.

Core Values

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government originally set out its definition of Core values in their 2011 Prevent Strategy and the Prime Minister has reiterated these in 2015. Schools are expected to 'actively promote' Core Values and share a clear strategy. At Amblecote we are committed to actively promoting Core Values and this forms part of our wider work in school

with children in relation to their Spiritual, Moral, Social and Cultural education (SMSC). At the heart of these values, lie good relationships in which teachers and students work together towards common goals. These values are an integral part of Amblecote and are reinforced regularly in the following ways:

Democracy

Children have many opportunities for their voices to be heard. Each class votes for its own school council representative annually. The school council meets regularly to discuss issues raised in class council meetings. School council members bring issues raised by their class to the Headteacher and / or Deputy Headteacher for discussion. The annual election of House Captains is based solely on pupil votes and children are given the opportunity to create a campaign poster to explain why they should be elected before children in school vote. Children also have the opportunity to become part of the Eco-council in school and again this council is elected by pupil vote.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; and the training of Junior PCSO's are regular parts of our calendar and help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through our provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety lessons, RE lessons and PSHE lessons. Whether it be through choice of challenge, enquiry question, recording method, or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make their own choices. However, children are also taught that their right to make their own choices can affect other people's individual freedoms - so they must exercise their freedoms carefully.

Mutual Respect

At Amblecote Primary School mutual respect is at the heart of our values. Pupils have been part of discussions and assemblies related to what this means and how it is shown. Displays around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with kindness.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths and learn about those faiths through our RE curriculum.

Radicalisation and Extremism

The 'Counter Terrorism and Security Act 2015' has placed a new duty on schools to 'prevent' young people from being drawn into terrorism, and challenge extremist ideas that support or are shared by terrorist groups. Amblecote Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At Amblecote:

- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- Extremism is defined as the holding of extreme political or religious views and taking action in response to these extreme views.

All staff have taken part in the 'Prevent' training and as a result have an understanding of:

- What radicalisation and extremism are and why we need to be vigilant in school.
- The dangers of radicalisation and exposure to extremist views and the importance of building resilience against these.
- The behaviours and risk factors, which may indicate a child is at risk of being radicalised or exposed to extreme views.
- The importance of early intervention if a child or member of staff is suspected to have been radicalised or is in the process of being radicalised.
- The procedures that staff follow if radicalisation or extremism is suspected. (The Dudley and West Midlands Prevent Strategy).
- The whistle blowing policy applies where colleagues consider someone in the school may be radicalising or influencing children with extremist views.

Our school promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs, which should not be used to influence others. Our PSHE provision is embedded across the curriculum. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Relationships, Sex and Health Education (RSE)

This policy covers our approach to Relationships and Sex Education; Legislation passed in the Children and Social Work Act 2017 requires that all primary schools in England provide Relationships Education (a statutory component of the PSHE and Citizenship curriculum) and all secondary schools provide Relationships and Sex Education (RSE) from September 2020. In addition, Health Education will be mandatory in all state funded primary and secondary schools. Primary schools are encouraged, but not mandated to provide sex education.

Relationships and Sex Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

We define:

Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Health Education as learning about how we grow and change, both physically and emotionally. Children will learn

about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies. Keeping their bodies safe and sharing their feeling in response to life experiences. In Year 5 the children will learn about Puberty and how the body changes through adolescence.

Sex Education is about drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. This will be delivered at the end of Year 6.

This policy aims to set out the purpose of Relationships and Sex Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered (see Scheme of Work for PSHE/RSE and Citizenship on school website).

In 2019, Ofsted Guidance for PSHE stated that:

PSHE provides for learners' broader development, enabling them to develop and discover their interests and talents v the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy v at each stage of education, the provider prepares learners for future success in their next steps v the provider prepares learners for life in modern Britain by: – equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of fundamental British values – developing their understanding and appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Purpose and Principles

At our school, we believe in providing every pupil with open, honest, accurate and age appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We value highly the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality through our Relationships curriculum.



Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. 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.

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2023);
- Children and Social Work Act (2017).

Roles and Responsibilities

The Relationships Education programme in our school will be led by Mrs Marie Pickett

The school governor representative responsible for the Relationships Education programme is Mrs Claire Roberts
All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by Mrs Marie Pickett

Our Relationships Education Curriculum

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social, Health and Economic education (PSHE) curriculum.

Our PSHE/RSE and Citizenship Scheme of Work can be viewed in school or on our website.

Learning in Relationships Education lessons will link to learning in Science.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

Delivering the Curriculum

Our PSHE/RSE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content. We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE/RSE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities, including:

- Whole class activities
- Small group activities
- Paired activities
- Visitors

- Peer on peer work
- Individual work

Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be collected via pupil voice interviews (held regularly throughout the year) and by pupil surveys at the end of the school year.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in her absence, the deputies.

Safeguarding lead Mrs Cook, safeguarding deputies are, Mrs Pickett, Miss Skirving, Mrs Price, Miss Careless, Ms German, Mrs Dunkley and Mrs Sparrow.

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Engaging Stakeholders

This policy will be available to view on the school website.

We are committed to working closely with parents and carers and we do this by:

- Conducting parent/carer surveys;
- Workshops and drop in sessions;
- Communication information and guidance about Relationships Lessons;
- Providing leaflets;
- Links to other websites on school website;

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the health objectives included in National Curriculum Science. Those considering this option are asked to speak with Mrs Pickett in order to find out more about this.

Links to DfE guidance

Our Relationships Education Policy is informed by existing DfE guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019)
- Preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)
- Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018, Keeping Children Safe in Education, 2023)
- Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).
- 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)

- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- 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))
- National Citizen Service guidance for schools