St Faith's

Church of England
Infant and Nursery School

"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship.
We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."
Oscar Romero …. "Aspire not to have more, but to be more."

Personal, Social and Health Education incorporating Relationships, Sex and Health Education Policy

Introduction
As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our children, to give them the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens. These values are embedded in our planning and coverage as outlined on our curriculum long term plans.

This policy outlines the purpose, nature and management of **Personal, Social and Health Education incorporating Relationships, Sex and Health Education** in our school. It reflects the consensus of opinion of all members of staff, in consultation with parents and pupils. It reflects our community and any issues it faces. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

In our St Faith's family, we care for the health, safety and welfare of all in our school. We continually seek to identify the needs of each individual child and to meet their needs as effectively as possible to help develop a child's self-confidence and self-esteem; healthy body and minds; and relationships with their peers.

At St Faith's, PSHE is a whole-school approach that enables and inspires our children to become healthy and happy, whilst developing and understanding positive relationships with others and preparing them for their future. From a young age, we want our children to make the right choices, be sensitive to the needs of others, be respectful and kind. We aim to provide your child with the knowledge and skills they need to make good decisions about their own health and wellbeing, to recognise issues and know how to seek support for themselves and others. Our children are encouraged to develop their sense of self-worth by learning about their rights and responsibilities and how to play a positive role in contributing to school life and their role within the wider community.

PSHE, RSHE and Citizenship are all reflected in the core Christian values and ethos of our school. The ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective health, sex and relationships education. Effective PSHE teaching will support prevention of harms, by helping our young children understand and identify when things are not right.

This policy outlines the commitment to provide effective relationships, sex and health education for all pupils in support of that offered by parents, who are the first educators of children in this area. This can lead to a greater understanding between home and school and enable key points of learning to be reinforced.

Legal Framework

All maintained schools in England are obliged to teach the relationships and health education aspects of **PSHE** as they became **compulsory** in all schools in **2020**. In June 2019, the Department for Education launched the final **statutory guidance** to accompany introduction of **compulsory** health education, relationships education and relationships and sex education (RSHE) in **2020**. This **statutory guidance** was updated in **2025** by the Department for Education and will replace the 2020 guidance from **September 2026.**

Intent

Health and wellbeing is such a high priority of ours at St Faith's. Our key aim in providing PSHE and RSHE is to safeguard our children. Children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

We aim to:

- Enable our children to have the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring young people who have respect for others.
- Provide all child with the knowledge, skills and understanding they need to make good decisions about their own health and wellbeing. This includes supporting the development of healthy bodies and minds.
- Recognise and understand different issues; and to know how to seek support for both themselves and others. This involves skills and knowledge to regulate their own emotions.
- Develop their sense of self-worth by learning about their rights and responsibilities and how to play a positive role in contributing to school life and their role within the wider community preparing them for the future.
- Develop child's skills around risk assessing and keeping safe.
- Support children to use the internet safely and to recognise the benefits and risks that it brings.
- Equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online.

These aims will be supported by our welcoming and positive atmosphere throughout the school. We encourage positive behaviour and positive respectful relationships at all times, challenging discrimination and bullying whenever it arises. We consult with and value all members of the school's community including listening and responding to pupil voice through class discussions and a range of established working groups e.g. School Council, Worship Council and Digital Leaders. This seeks to prepare all children positively for life in modern Britain.

The teaching of Relationships, Sex and Health Education is lively and engaging, involving a blend of imaginative approaches that direct the children's learning. Opportunities for children to contribute their own ideas are embedded in our practise, including circle time activities. PSHE including RSHE has been taught from September 2020 using the progression of skills for PSHE, where the three core themes are revisited and learning is extended each time each core theme is taught.

The statutory subject of Health education includes coverage of mental wellbeing; internet safety; physical health and fitness; healthy eating; positive relationships and personal safety. We are striving to place children's health and wellbeing as a priority and teaching children anything that might affect their wellbeing, such as issues with sleep or changes in the family. We also teach the importance of dental health, sun and water safety and basic first aid, including how to call for an emergency service. We aim to equip children with the skills and strategies they need to manage their feelings around change. This is celebrated in our termly health and wellbeing days, that focus on different aspects of health and relationship education.

In order for implementation to be highly effective we strive to:

- Answer honestly, and at the appropriate level without unnecessary detail, the legitimate questions of nursery and infant children
- Stress the loving context of parental relationships and the responsibility of parenthood
- Be aware of the needs of children from all families to feel normal and loved
- State the importance of opportunities for children to share concerns with their teacher

- Inform children of the right to privacy as they grow older
- Stress the inappropriateness of threats and bad secrets and the importance of telling a familiar adult anything that worries you
- Ensure that children develop respect for themselves and others.

Curriculum
Aspects of Coverage/Concepts

Mental wellbeing	Physical health & fitness
Basic first aid	Personal safety
Respectful relationships	Health & prevention- allergy awareness
Online relationships	Internet safety & harms
Families (& people who care for me)	Healthy eating
Caring friendships	Developing bodies

Implementation
We aim to encourage our children to remember knowledge and build on their prior learning by ensuring we carefully sequence the learning in the knowledge and skills progression grids. Teachers must understand what pupils must know and be able to do in each subject by the end of each academic year; they must recognise what has come before and what pupils will continue to learn in the next year.

Our curriculum design is based on these two main principles:
1) Learning is most effective when spaced rather than blocked.
2 Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
We aim for all children to know more and remember more.

PSHE/RSHE plays a central role in the whole school curriculum planning and development. We have produced progression of skills documents for PSHE/RSHE for the EYFS and for Key Stage 1. These provide a structured progression from the Foundation Stage through to the end of Key Stage One.

The main objective of Relationships, Sex and Health Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE and Citizenship, will help children to respect themselves and others and move with confidence from childhood, through adolescence, to adulthood. Our RSHE programme is tailored to the age and the physical and emotional maturity of the children with regard to Key Stage 1 of the National Science Curriculum. It is very personal to our school and the needs of our children and families. When particular issues or needs arise, the curriculum is enhanced to meet those needs.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. For example, aspects of PSHE/RSHE are taught through the Science Curriculum at Key Stage 1. It is also taught through PSHE and Citizenship activities and school events, including daily collective worship, break and lunchtimes, after school clubs, Fireflies – our wrap around care, school trips and other local events within our school community.

In order to achieve a whole school approach, a combination of the above is necessary. A whole school approach is effective because many aspects of school life influence a child's personal and social development. It is also important to note that Midday Supervisors provide a lot of support for the developing of social relationships during lunch time and playtime, ensuring a commitment to equality running through the life of the school.

Relationships, Sex and Health Education is a lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care.

It is also crucial for lessons to help pupils realise the nature and consequences of teasing, bullying and aggressive behaviours, including cyber bullying and how to respond and ask for help.

Early Years
In the Early Years PSHE and RSHE is known as PSED (Personal, social and emotional development) The new EYFS reforms have made changes to self-care, particularly oral health and healthy eating. The new Early Years Foundation Stage Curriculum has been updated to make sure that children from birth to five develop well and are kept healthy and safe. In Nursery and Reception, the three aspects are building relationships, managing self and self-regulation.

Key Stage 1
In Key Stage 1 PSHE and RSHE is taught using a range of different strategies including circle times, class discussions, Natterhub and small group work. We aim to reach all pupils regardless of any SEND barriers; gender or ethnicity, by personalising the planning as needed.
The PSHE Programme of Study has three core themes:
Core Theme 1: Health and Wellbeing
Core Theme 2: Relationships
Core Theme 3: Living in the Wider World

Equality, Inclusion and Support
Under the Equalities Act 2010 protected characteristics are aspects of a person's identity that make them who they are. Our aims for all our pupils, regardless of disability, educational needs, nationality, religion, age, gender, ability or ethnicity are:

- to understand how their bodies work
- to be able to cope with emotions, feelings and relationships in different situations
- to be able to make healthy choices about their lives
- to encourage self-esteem and self-respect and respect for others
- to establish a sense of moral awareness
- to teach skills to avoid and resist abuse and unwanted sexual experience

The curriculum is designed so that it is accessible to all pupils including children with SEND. Staff are empathetic to children's individual needs and as applicable, some children are supported through a personalised curriculum. Throughout Collective Worship, PSHE and RSE the children are encouraged to be aware of differences between people such as their faith, ethnicity, disability, gender or sexuality, and also differences in family life such as young carers and looked after children.

EXTERNAL SPEAKERS
External speakers may be used to enhance the delivery of RSHE, such as the Dentist we invited in for a talk about oral hygiene to all the children in EYFS and the Online Safety Workshops provided by Lincolnshire County Council. All external speakers deliver in line with our RSHE policy and safeguarding procedures. They are supervised by a member of staff at all times when on the school premises.

SEND
Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. Some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met. Reasonable adjustments will be made through differentiation. This will be discussed with parents/carers and based of the individual needs of the child.

Impact
Our PSHE/RSHE curriculum will:

- Enable our children to become healthy and happy, developing positive relationships with others
- Provide all children to confidently talk about their knowledge, skills and understanding to make good decisions about their own health and wellbeing

- To recognise and understand different issues; and to know how to seek support for both themselves and others when faced with challenges or a real emergency
- Develop their sense of self-worth by learning about their rights and responsibilities and how to play a positive role in contributing to school life and their role within the wider community
- To prepare them for their future.

Safeguarding

Relationships and Sex Education is our statutory duty to safeguard all of our children. At St Faith's we aim to deliver a preventative approach with our pupil's learning about healthy relationships. Many of our pupils have access to the internet at home and may therefore be increasingly exposed to risks online. We aim to ensure that all children are aware of acceptable behaviours; how to keep themselves safe and who they can talk to if they have any worries or concerns.

Updates relevant to this policy from Keeping Children Safe in Education 2026 are:

- KCSIE recognises the additional vulnerability of children with SEND or health issues, adding that they may not understand what is happening to them is abuse, the potential need to receive intimate care, or they may be isolated from others
- The indicators for emotional abuse indicators now include verbal abuse such as persistent criticism, belittling or name calling
- There are new requirements for staff to see child on child abuse as a risk to both victim and alleged perpetrator
- There are numerous updates regarding Online Safety. Age and stage appropriate teaching should be offered around "understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help
- Child-on-child sexual harassment and sexual violence has been reviewed with a greater emphasis on understanding harmful sexual behaviour
- There is a strengthened focus on Mental Health throughout the guidance
- KCSIE 2026 includes the awaited statutory guidance in relation to children questioning gender

Due to the nature of PSHE and RSHE, sensitive issues may arise such as a disclosure or questions asked by children associated with many difficult areas, some examples of which include Smoking; Sex; Health; Bullying; Drug use; Race and Religion; Bereavement and Mental Health.
Teachers must follow protocol and use their own discretion however if they are uncertain, they must speak to our Designated Safeguarding Leads.

It is the responsibility of all staff to alert safeguarding leads of any safeguarding incidents via CPOMs In line with Keeping Children Safe in Education, September 2026 of any incidents either reported or witnessed. Detailed information can also be found in Lincolnshire's **School Child Protection and Safeguarding Policy Framework for Children and Young People.** Staff should also have regard to our adopted Lincolnshire County Council Child Protection and Safeguarding Policy September 2026 and **Working Together to Safeguard Children 2026.**

Through staff training and awareness, and through a whole school approach, we at St Faith's address sexual harassment, online abuse, sexual violence and issues of consent, including sexualised language. This is taught in an age-appropriate, sensitive and inclusive way. Through our carefully planned curriculum it includes healthy relationships and respect, online safety, acceptable ways of communicating. The school has a particularly important role in being a place of consistency and safety where children can easily speak to trusted adults, report problems and find support.

Child Protection

Due to the content and nature of the RSHE curriculum, issues of child protection may arise. Teachers should be aware that abused children are often threatened or sworn to secrecy. A cover story may be invented. Teachers may be held negligent in failing to report a child protection issue. All issues must be taken seriously and reported to our Designated Safeguarding Lead's (who at St Faith's is the Head teacher and the Deputy Head Teacher, SENDCO and Nurture lead in the Head's absence). For further information, refer to the Child Protection and Safeguarding Policy.

Confidentiality
Any issues of a personal nature involving the children and safeguarding issues will remain as confidential as possible, though not promised to the child. The least people necessary must be involved. Please refer to the Confidentiality Policy.

Developing bodies: Correct use of vocabulary
The children are taught all of the external body parts through Science e.g. head, arm, leg. As outlined in the 2025 RSHE Statutory Guidance, we introduce them to the medical/scientific vocabulary for male/female body parts (vagina and penis) as an uninformed child is a vulnerable child. This reflects established best practice when it comes to giving children the knowledge and understanding they need to stay safe, as using the correct vocabulary for private parts should help us to identify any safeguarding concerns, related to these body parts. This would be handled sensitively and is always taught at an age-appropriate level. In KS1, children are also introduced to the NSPCC PANTS campaign. These resources support children in understanding that they have a right to say no and if they need to speak out about something, someone will listen.

Staff Training
All staff delivering RSHE will take part in training and be familiar with this policy. If a member of staff has any additional professional development needs, these will be supported through mentoring by a more experienced member of staff, or they will attend internal DfE training modules or external training. We take part in termly meetings with other PSHE/RSHE Subject Leaders with an RSE Consultant.

Assessment, Monitoring and Evaluation
Teachers use a range of assessment strategies to track pupils progress towards our learning outcomes. This may include mind maps, marked workbooks, self-assessment and peer assessment. The subject leader for PHSE/RSHE, will monitor and evaluate the teaching and learning of PSHE and RSHE. Governors will monitor the achievement of children in PSHE/RSHE. Pupil progress in PSHE/RSHE will be included in the PSHE/RSHE Subject Leader report.

The school also tracks the wellbeing and involvement of every child, with any concerns being discussed and acted upon throughout the year and during our termly Team Around the Class meetings. The Subject Leader will also analyse samples of work and planning and talk to pupils to gather pupil feedback to inform an annual policy and curriculum review. Governors responsibilities are outlined in the DfE RSHE Guidance 2025. Our Safeguarding Governor who oversees PSHE/RSHE is Ros Garrod-Mason. Links are in place with other PSHE/RSHE subject leaders through L.E.A.D. Equate RSE meetings each term.

Resources
Our school seeks to provide a curriculum of the highest standard. Included in this is the provision of relevant resources which are up to date. These will be regularly reviewed by the Science, Online Safety and PSHE/RSHE Subject Leaders and assessed in terms of suitability in terms of fulfilling the needs of a variety of learners, and for race and gender stereotypes.

Role of parents
We are committed to working with parents and we seek to involve parents in the education of their children. Our belief is that parents are greatly influential over the development of their children. Therefore, it is important that they are made aware of our PSHE/RSHE policy and consequently feel able to support the values that we teach in school. We have consulted with parents and involved them in the creation of this policy in the initial stages. We will continue to engage with parents annually at the policy is updated. We consulted with parents for the review of this policy in October 2025.

We have positive links with our parents and encourage them to inform the school about any changes at home that may affect their child's well-being. There are no elements of sex education within our planned curriculum and therefore no opportunities for parents to withdraw their children.

The Role of the Head Teacher

It is the responsibility of the Head teacher to ensure:

- That staff and parents are informed and consulted regarding any updates to the PSHE/RSHE policy
- The policy is implemented effectively
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- The policy is monitored on a regular basis, and reports are made to governors on the effectiveness of the policy.

Safeguarding procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website https://stfaithscofe.secure-primarysite.net/safeguarding-information-and-policies/.

Review

This policy will be reviewed yearly by the Subject Leader in light of any recent publications, training or changes to planning and assessment. We will consider pupil voice. The policy will then be approved by the governing body and shared with staff and parents.

Approved by the governing body on:-	November 2026
Signed (Chair of Governors)	Emile Van Der Zee
Signed (Subject leader)	Sophie Desforges and Olivia McGinty
Review Date	November 2027