



Blackburn with Darwen L.A.

St. Thomas's Centre

RSE and PSHCEE Policy

2025

Review Date: September 2026

Relationships and Sex Education (RSE) and Personal Social Health Citizenship and Economic Education (PSHCEE)

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes Pupil Referral Units.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education of pupils attending Pupil Referral Units.

A consultation process has involved:

- Review of RSE curriculum content and provision including PSHCEE provision,
- Involvement of the school nurse, Brook and Wish centre.
- Consultation with school governors.

Relationship and Sex Education at St Thomas's Centre.

At St Thomas's, we deliver RSE as part of a timetabled PSHCEE programme. This is 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.

Principles and Values

In addition we believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all our students.
- Encourage every student to develop communication skills that contribute positively to both the school and the wider community.
- Be supportive towards family commitment and love, respect and affection, knowledge and openness.
- Be aware that family is a broad concept and includes a variety of types of structure.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

- Recognise that parents have a key role in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Relationship and Sex Education should be considered in conjunction with the PSHCEE programme / curriculum and has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, marriage and partnership;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- Personal and Social Skills
- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict and being able to utilise restorative justice where appropriate;
- empower students with the skills to be able to avoid inappropriate pressures or advances.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self -confidence, self-esteem, and empathy.

Knowledge and Understanding

- learning and understanding of physical development at appropriate stages;
understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;

- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; the avoidance of unplanned pregnancy.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

At St Thomas's we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

Lesbian, Gay, Bisexual and Transgender (LGBT)

At St Thomas's we ensure that all of the teaching is sensitive and age appropriate in approach and content. At the point at which it is appropriate to teach pupils about LGBT. The content is fully integrated into the programme of study for this area of the curriculum rather than delivered as a stand-alone lesson.

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well - judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

The curriculum aligns to the Department of Education's RSE and health education statutory guidance, with materials and lessons that are revisited and built on throughout a pupil's time in the primary provision.

Organisation and Content of Sex and Relationship Education

Sex and Relationship Education is delivered through its PSHCEE Programme, Tutorial and Science lessons at KS1, 2 KS3, and KS4.

The Relationships Education, Physical health and mental wellbeing: Primary

Families and people who care for me

Caring friendships
Respectful, kind relationships
Online safety and awareness
Being safe
Mental wellbeing
Internet safety and harms
Physical health and fitness *
Healthy eating *
Drugs, alcohol and tobacco
Health and prevention *
Changing adolescent body
Taught in science *

At St Thomas's centre we ensure that the teaching and materials are appropriate having regard to the age and religious backgrounds of the pupils. We also recognise the significance of other factors, such as special educational needs or disabilities of the pupils. The curriculum is designed and planned age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Relationship and Sex Education (RSE) Physical health and mental wellbeing: Secondary

At St Thomas's we continue to develop knowledge on topics specified for primary as required and in addition cover the following content by end of secondary:

Families
Healthy and safe relationships including bullying, abuse, discrimination and FGM
Online and media safety and harms
Intimate and sexual relationships including sexual health, puberty, reproduction & safe behaviours
Mental wellbeing – managing emotions and how to support good mental health
Physical health and fitness
Healthy eating
Drugs, alcohol and tobacco
Basic first aid
Finance – consumer influences, budgeting, exploitation, gambling
Aspirations – employability skills, strengths & interests, career paths

National curriculum subjects: science, computing and PE, cross- curricular and whole school approach.

Relationships Education, RSE and Health Education complement several national curriculum subjects. Links are made between the subjects and integrated into teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

All of these subjects are set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The subjects sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. The curriculum on health education is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport and school food.

Personal Social Health Citizenship Economic Education (PSHCEE)

This contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify risks, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and changes, to manage emotions and to communicate constructively in a variety of setting. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships and develop the essential skills for future employability.

The PSHCEE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHCEE education provision is essential to safeguarding pupils.

Personal Social Health Economic Education (PSHCEE) in Key Stage 1 and 2

During Key Stage 1 and 2 PSHCEE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHCEE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The programme of study covers Key Stage 1 to 4 and is based on three core themes within which there is broad overlap and flexibility:

Core theme 1. Health and wellbeing

Core theme 2. Relationships

Core theme 3. Living in the Wider World (Economic wellbeing and being a responsible citizen, careers and the world of work)

Personal Social Health Economic Education (PSHCEE) in Key stage 1 and 2 Theme 1 Health and wellbeing:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty and transition
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

Core Theme 2: Relationships

- how to develop and maintain a variety of healthy relationships, within a range of social /cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

Core Theme 3: Living in the wider world (Economic wellbeing and being a responsible citizen)

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- the part that money plays in people's lives

Personal Social Health Economic Education (PSHCEE) Key Stages 3 & 4

At key stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during key stage 3. PHSE education reflects the facts that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Core Theme 1: Health and Wellbeing

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing;
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health; and to keep themselves and others safe
- how to identify and access help, advice and support
- how to respond in an emergency, including administering first aid
- the role and influence of the media on lifestyle

Core Theme 2: Relationships

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuses, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support

Core Theme 3: Living in the wider world (Economic wellbeing, Careers and the world of work)

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumer

Staff are supported in the delivery of SRE by the PSHCEE co-ordinator.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss with the PSHCEE co-ordinator at the earliest opportunity.

Confidentiality, Controversial and Sensitive Issues

Staff at St Thomas's cannot offer unconditional confidentiality and will follow the Safeguarding Policy.

In a case where a member of staff learns from an under 16 year - old that they are having or are contemplating sexual intercourse:

the young person will be persuaded, wherever possible, to talk to parent/carer, and if necessary, to seek medical advice.

child protection issues will be considered, and referred, if necessary, to the Child Protection Lead under the school's procedures.

the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Monitoring and Evaluation of Relationship Sex Education (RSE)

Quality assurance of the delivery of RSE is included in the monitoring process for PSHCEE. All staff record aspects of lessons that are relevant. The information is gathered and input into the SMSC grid for evaluation by the PSHCEE co-ordinator.