

St Lawrence C of E (Aided) Junior School

PSHE and RSE Policy

Personal, Social & Health Education (PSHE)
Relationships and Sex Education (RSE)

Aims and Objectives

At St Lawrence we teach PSHE & RSE using a whole school approach with the aim of creating a community and environment that respects, supports and encourages each pupil. We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to flourish as individuals and as members of society now and in the future. We aim to help children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential as well.

From April 2021, all schools have a statutory duty to deliver **Health and Relationships Education** (Appendix 1) at Key Stage 2 as part of their broader PSHE curriculum in line with the Equalities Act 2010.

Through the PSHE & RSE programme at St Lawrence, pupils learn about themselves as growing and changing individuals with their own experiences and ideas as they become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own behaviour choices can affect local, national or global issues. They begin to learn about the role of political and social institutions.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum and derive benefit from contributing fully to the life of the school and our community. In doing so they learn to recognise their own strengths and weaknesses, to work successfully with others and become increasingly responsible for their own learning and decision making.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are a part of growing up and living in today's society. They develop as citizens exploring British Values which cover: Rule of Law, democracy, individual liberty, mutual respect and tolerance of those of different religions. They learn to understand and respect our common humanity and diversity and to develop strong relationships and to build a cohesive community.

Pupil learning outcomes

The learning intentions of the PSHE curriculum will enable pupils to:

- Develop self-confidence and self-esteem
- Value themselves and others
- Form strong and healthy relationships and work successfully with others
- Reflect and comment on issues which affect their lives and the lives of others
- Become an active citizen in the local community
- Make responsible choices for a safe and healthy lifestyle
- Explore what it means to live in a democratic society
- Be aware of the impact of mental health on one's happiness and wellbeing

Furthermore, they will enable pupils to achieve the learning outcomes set out in the Health and Relationship Education guidelines (see Appendix 1)

At St Lawrence we will achieve these aims through:

- Discrete weekly timetabled lessons in PSHE (Jigsaw Curriculum)
- Half termly PSHE themes and weekly focuses shared across the school.
- Cross curricular links, especially with RE, Science and PE.
- Special events, services, performances and out-of-classroom experiences such as residential trips.
- Collective worship themes that support the Christian ethos and values of the school.
- Appropriate visiting specialists such as a school nurse, community police officer.
- School council representatives from each class, a learning partner mentoring system (between year 3 and year 6), Eco Warriors, and a system of wet play monitors.
- Provision of a visiting school counsellor to whom children may be referred by staff or parent should the need arise for confidential, regular, professional counselling sessions to support a child in times of stress or challenge.
- Staff who model positive behaviour in and around the school, which support and encourage healthy and happy lifestyles.

Curriculum Design

At St Lawrence we have adopted the Jigsaw PSHE scheme to teach PSHE and RSE from Year 3 through to Year 6. This scheme is in-line with the current government statutory requirements and is segmented into six puzzles (a central topic for each half term). Through weekly lessons Jigsaw, brings together PSHE, relationships and sex education, emotional literacy, social skills and spiritual development through a comprehensive scheme of learning.

Our curriculum is set out in the **Jigsaw Overview** (Appendix 2) which breaks down individual lessons (pieces) that will be covered during their time at St. Lawrence. The age, needs and feelings of pupils have been taken into consideration. If a pupil asks a question outside the scope of this policy, teachers will respond in an appropriate manner and, where deemed necessary, contact parents.

The scheme adopts a mindfulness approach with a varied range of engaging activities to inspire all learners. We achieve this through the use of 'Pause Points' within a lesson (a chance for children to reflect) and chime bars with a focus on regulating breathing and allowing the mind the chance to relax. Each half term has a different focus (known as a puzzle) which are taught through a whole school approach. Furthermore, our weekly achievement assemblies, celebrating the children's weekly successes in their learning, are themed around a weekly strand within each puzzle. The 'Changing Me' puzzle, taught in the summer term, contains lessons (pieces) based around Relationships & Sex education that are **compulsory** for the children to attend. However, in Year 6, we cover further aspects of RSE that are added in as extra elements to the curriculum, of which parents have the **right to withdraw their child(ren)** from – details about this can be found further into the document.

Children's learning will build knowledge and understanding, transferable skills, positive attitudes and values and will address the following key National Curriculum areas:

- Developing confidence and responsibility and making the most of their abilities
- Developing a healthy and safe lifestyle
- Developing good relationships and respecting the differences between people
- Offering breadth and opportunity to take responsibility, to participate and make choices
- Develop the ability to make decisions regarding social and moral dilemmas and prepare for change

Teaching and Learning Methods

St Lawrence recognises the importance of teaching PSHE and RSE using strategies that take account of pupils' age, maturity, understanding and needs. Because of this, a range of teaching strategies will be used to ensure that learning is purposeful, engaging and also reflective with lots of opportunities for student interaction.

Our lessons involve:

- A trusting relationship between adults and learners to allow sensitive issues to be raised and discussed, such as with the class teacher, circle time and class-based worry boxes. We also partake in anti-bullying week.
- Collaborative learning where all contributions are valued during group discussions and group-oriented projects.
- Opportunities for reflection and opinion forming, respect for differences, such as through conscience alleys, debates and collective worship.
- Challenging ideas within a safe environment, learning how to deal with failure/making a mistake, developing qualities of perseverance.
- Negotiation with peers, such as making rules, inventing games and engaging with team challenges.
- Practising skills through role play, dialogue and debate.

Inclusion

All pupils at St Lawrence participate in and learn from the PSHE and RSE curriculum and activities and discussions are planned, organised and differentiated appropriately to allow all children to learn in a variety of styles and at a level that provides them with sufficient challenge and support when needed. All children are given equal opportunity to express their views, share cultural experiences and participate in all activities regardless of ability/disability, gender, ethnicity or faith. We use puzzle-piece-shaped cushions known as Jiggies in class which can be passed from child to child during moments of discussion. Each year group has their own unique Jiggie.

At St Lawrence we respect the rights of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE & Health Education

Relationships and Sex Education (RSE)

Relationship and Sex Education is now compulsory in all primary schools. Some aspects of sex education are not compulsory in primary schools; however, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and physical maturity of the pupils. As a school, we have agreed to offer an additional sex education programme in Year 6, beyond what is covered in the RSE framework and the Science National Curriculum. This is detailed later in this policy, and in the **Defining Sex Education** document (see Appendix 3).

At St Lawrence we have a duty to prepare children for the changes they see and feel in themselves as they grow up. RSE is taught within both the Science and PSHE curriculum. The Science curriculum helps children to understand the physical changes that take place as they grow into adults. Children are taught to use the correct vocabulary for parts of the body in the reproductive system, both internal and external, to enable them to articulate their knowledge, their questions and to equip them to communicate with confidence on issues of a personal nature.

RSE aims to give accurate, clear information and to answer concerns and questions honestly and appropriately so as to dispel misconceptions and provide a solid foundation on which pupils may base their growing understanding and decision making. We base our RSE on Christian values, teaching the children self-worth, self-control, responsible decision making and the importance of valuing others and respecting the needs and feelings of others. Pupils are encouraged to value family life and begin to explore the role of marriage and faithfulness in relationships. A range of individual and family situations are discussed in our learning. These involve people who are heterosexual as well as those who identify as belonging to the LGBTQ+ community.

Children are encouraged to value and respect their own bodies and to feel valued as individuals. Children are taught about their responsibility towards others and the importance of building strong relationships based on friendship, trust and mutual respect. Both boys and girls cover the same material.

We recognise that teaching Sex Education can be sensitive, but we believe it helps to make a significant contribution to the development of personal skills needed by pupils. The Jigsaw scheme of learning covers these topics within the 'Changing Me' puzzle which all children are taught during the second half of the summer term (see Appendix 2).

As an additional part of Sex Education and the Science curriculum, Year 6 children are taught about human reproduction, covering sexual reproduction. This is optional content and not compulsory. Parents have a right to withdraw their child from these lessons and you can see a breakdown of this in the **Defining Sex Education** document (Appendix 3). If a parent wishes to withdraw their child from these lessons, they can do so by filling out a form which will be sent out to all parents closer towards the time of study. Parents are given the option to view any video or presentation content the children will be shown and are also invited to meet the class teacher to discuss the area of study they are concerned about.

Drug and Alcohol Related Education

Drug and Alcohol Education is now included as part of Health Education and is compulsory (see Appendix 1).

In line with current legislation, the school operates a strict non-smoking policy on the premises and parents are asked to respect this whenever they are within the school boundary wall.

The Head teacher must be consulted and permission obtained before any function may be held at the school at which alcohol is consumed. A licence must be obtained for any PTA function which takes place on school premises.

Many ordinary substances can lend themselves to misuse and need to be carefully stored. Cleaning agents, bleaches etc are kept in locked stores at school. School glue is solvent free. Pupils are not allowed to use erasing agents such as Tippex, nor are they permitted to bring aerosol sprays to school, on school residential trips or on outings to sporting events or swimming.

Safeguarding and Responsibility

PSHE & RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of the Jigsaw Charter:

- We take turns to speak
- We use kind and positive words

- We listen to each other
- We have a right to pass
- We only use names when giving compliments or when being positive
- We respect each other's' privacy (confidentiality)

Many issues covered in PSHE & RSE are of a sensitive nature. The Jigsaw charter provides a safe working environment for both pupils and staff. All staff at St Lawrence receive safeguarding training and understand the guidelines of confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment

Pupils' progress in PSHE will be assessed through varied questioning, observations within lessons and within the school community and occasional marked work – particularly during Science and RE. Further evidence will be obtained by observation of the child across the breadth of the curriculum and a comment will be made in the annual report to parents within the Pupil Profile. There are currently no national level descriptors for attainment in PSHE in Key stage 2.

Monitoring and Evaluation

The PSHE curriculum at St Lawrence is monitored and evaluated by the Subject co-ordinator in conjunction with the Head teacher. Links will be made from the PSHE curriculum to the RE, Science and PE curriculum. St Lawrence currently holds Healthy School and Eco School status.

School community involvement

At St Lawrence we believe it is important to have the support of pupils, parents, staff and governors for our PSHE curriculum. Through consultation, all members of our school community have contributed to the delivery of PSHE and RSE across the school, identifying priorities and developing the whole school approach.

Parents are invited to support the school by offering their skills to an extra-curricular club or to help in school within the classroom, library or on the PTA. Parents are asked to sign the Home School Contract which binds the school, pupil and family in an agreement which enables the school to work effectively and in partnership with children and their families.

This policy should be read in conjunction the following policies:

- Teaching & Learning
- Equal Opportunities
- Child Protection
- Science
- Healthy Schools

Reviewed: November 2020

Next review date: November 2021 and then every 3 years thereafter

Appendix 1:

Physical Health and Mental Wellbeing Education (Primary)

Here's what pupils should know by the end of primary school

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For 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

- that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

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

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

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

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

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

Changing adolescent body

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

Relationships Education (Primary)

Here's what pupils should know by the end of primary school

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- 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
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care
- 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
- That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- 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

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

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, and/or other sources)

Appendix 2: PSHE & RSE JIGSAW OVERVIEW

| | Autumn 1 Being Me In My World | Autumn 2 Celebrating Difference | Spring 1 Dreams and Goals | Spring 2 Healthy Me | Summer 1 Relationships | Summer 2 Changing Me |
|----------------------------------|--|---|---|---|---|---|
| Year 3 Ages 7-8 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off-line scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition to next year group |
| Year 4 Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition to next year group Environmental change |
| Year 5 Ages 9-10 | Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition to next year group |
| Year 6 Ages 10-11 | Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition to next year group |

Appendix 3: Defining Sex Education at St Lawrence Junior School

| Relationships Education | Health Education | Science Curriculum | Sex Education |
|--|--|---|--|
| <p align="center">COMPULSORY PARENTS CAN'T WITHDRAW</p> | <p align="center">COMPULSORY PARENTS CAN'T WITHDRAW</p> | <p align="center">COMPULSORY PARENTS CAN'T WITHDRAW</p> | <p align="center">NOT COMPULSORY PARENTS CAN WITHDRAW</p> |
| <p>Families and people who care for me Pupils should know:</p> <ul style="list-style-type: none"> • Characteristics of a healthy family life – commitment, care, spending time together. • Marriage represents a formal and legally recognised commitment. • Relationships are all different, but should be characterised by love, care and stability. <p>Being safe Pupils should know:</p> <ul style="list-style-type: none"> • The concept of privacy and the implications for it for both children and adults. • That a person's body belongs to them, and the difference between appropriate, inappropriate and unsafe physical and other, contact. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. | <p>Changing adolescent body Pupils should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from the age of 9 through to the age of 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. <p><i>In additional to curriculum content, our school will make adequate and sensitive arrangements to help girls prepare for and manage menstruation including requests for menstrual products when needed.</i></p> | <p>Year 5 Pupils should be able to: Describe the changes as humans develop to old age.</p> <p><i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i></p> | <p>The National Curriculum for Science treats human reproduction as optional content with covering sexual reproduction in animals.</p> <p>Year 6 Topics of sexual reproduction in humans</p> <ul style="list-style-type: none"> • Reproduction is adult; requires physical and emotional maturity. • Legal age of consent to sex. • Sperm and egg needed to make a baby. • Conception, including IVF • Sexual intercourse • Birth • Responsibility of parenthood <p>Outcomes*:</p> <ul style="list-style-type: none"> • Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. • Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. • Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible right time. • Pupils can explain why some people argue that the best time for such closeness is within a long term faithful and committed relationship such as marriage. • Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and this is another positive choice. • Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. • Pupils can talk about why having a baby is wonderful but a huge responsibility. • Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. <p align="right">*Within the context of a faith school and following guidance from https://goodnessandmercy.co.uk/ RSHE for Church of England Schools</p> |