St John's CE VA Primary School

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

At St John's we are Loved by God - Learning with Jesus - Living by the Spirit.

1. Aims

At St John's CE VA Primary School, we believe Relationships Education is fundamental to the development of children as individuals created and loved by God. Our RSHE curriculum reflects our Christian vision and values and prepares pupils for life in modern Britain.

The aims of Relationships Education Sex Education (RSE) and Health Education at St John's are to:

- Provide pupils with the knowledge and skills to form healthy, respectful relationships and to give them a framework in which sensitive discussions can take place.
- Support pupils to understand how to stay safe, including online.
- Prepare pupils for puberty and the physical and emotional changes of growing up. Promote self-respect, dignity and empathy for others.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support safeguarding by equipping pupils to recognise abuse, coercion or exploitation and know how to report concerns.
- Promote respect for others in line with the Equality Act 2010.
- Enable pupils to make good decisions about their own health and wellbeing and to understand the links between physical and mental health
- Deliver teaching in a way that reflects our Christian ethos while preparing pupils for life in a diverse society.

RSHE is not about the promotion of sexual activity.

2. Statutory requirements

In primary schools:

Relationships Education and Health Education is statutory in all primary schools and primary schools are required to teach elements of Sex Education (RSE) contained in the science curriculum.

Any additional sex education beyond science is non-statutory.

This policy has due regard to:

- DfE Relationships Education, RSE and Health Education Statutory Guidance (July 2025)
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- SEND Code of Practice

At St John's we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – SLT pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments were made, the policy was shared with Governing Body and ratified.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.

4. Definition of Relationships Education, Relationships and Sex Education (RSE) and Health Education

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

Relationships Education focuses on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health and wellbeing Education focuses on:

- Mental Wellbeing
- Internet Safety and wellbeing online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Developing Bodies (As taught through RSE)

Relationships and Sex education (RSE) in primary schools is limited to:

- Puberty education
- Reproduction as outlined in the Science curriculum

All content is delivered in an age-appropriate and developmentally appropriate way.

5. Curriculum Content and Delivery of Relationship Education and Sex Education (RSE)

Relationship and Health Education

Our curriculum is carefully designed and age-appropriate. All staff teach Relationships and Health education (as shown below) within our bespoke personal, social, health and economic (PSHE) education, computing and science curriculum. Through our termly wellbeing days we provide all pupils across the school with opportunities to explore diverse viewpoints (at an age-appropriate level) while fostering key values such as democracy, tolerance, and respect. By aligning these principles with our school values and vision of 'Loved by God, Learning with Jesus and Living by the Spirit', we create a supportive environment where students develop a deeper understanding of inclusivity, mutual respect, and responsible citizenship.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

By the end of primary school, pupils will know:

1.1.1 Families and friends and people who care for me

- That families can look different and that loving, stable relationships provide security.
- That marriage is a formal and legal commitment and is intended to be lifelong
- The importance of respect, kindness and forgiveness in relationships/friendships
- How to manage conflict

1.1.2 Respectful relationships and Equality

- That people may have different protected characteristics (Equality Act 2010).
- That discrimination, bullying and harassment are wrong.
- To treat all people with dignity and respect.

1.1.3 Online relationships and Safety

- That people behave differently online.
- About privacy, digital footprints and sharing images.
- That online content (including harmful or inappropriate material) may not be accurate or safe.
- How to report online concerns.

1.1.4 Being Safe

- About personal boundaries and appropriate friendships
- About safe relationships and how to seek help and report concerns when it is not

Health Education:

1.1.5 Mental Wellbeing

- Recognising and talking about emotions.
- Understanding that feelings change and can be managed.
- Simple strategies for managing worries and challenges.
- The importance of asking for help.
- Understanding that mental wellbeing is as important as physical health.

1.1.6 Internet Safety and wellbeing online

- The benefits and risks of being online.
- How to stay safe online.
- Privacy and protecting personal information.

1.1.7 Physical Health and Fitness

- The importance of regular physical activity.
- The link between physical health and mental wellbeing.
- Healthy lifestyle habits.

1.1.8 Healthy Eating

- Principles of a balanced diet.
- The importance of nutrition.
- Making informed food choices.

1.1.9 Drugs, Alcohol and Tobacco

- The facts about legal and illegal harmful substances.
- The risks associated with drugs, alcohol and tobacco.
- How to resist pressure and seek support.

1.1.10 Health and Prevention

- Personal hygiene.
- Germs and disease prevention.
- Vaccinations (age-appropriate awareness).
- Sun safety.
- Dental health.

1.1.11 Basic First Aid

- How to make a clear and efficient call to emergency services.
- Basic first aid concepts (e.g., recovery position).

1.1.12 Changing Adolescent Body (Puberty) (As taught through RSE)

<u>Sex Education (RSE)</u>

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- Emotional changes as we grow up and physical changes to the male and female body (Year 4)
- How personal hygiene has to adapt as the body changes and develops (Year 4)
- Relationships and Marriage (Year 5)
- Babies and Family Life (Year 6)

These skills are taught using the 'Lovewise' scheme within the context of Christian marriage and family life.

6. Safeguarding

Relationships Education is a key part of our safeguarding curriculum.

Through RSE, pupils are taught:

- How to recognise unsafe situations.
- The difference between appropriate and inappropriate relationships
- That secrets which make them feel unsafe should be shared with a trusted adult
- How to report concerns

Staff follow safeguarding procedures in line with KCSIE and the school's Safeguarding Policy.

No pupil is required to disclose personal experiences in lessons. Ground rules are established to ensure safety and respect.

6. Equality and Inclusion

Our RSE curriculum:

- Is accessible to all pupils, including those with SEND.
- Reflects the diverse society in which we live.
- Promotes respect for all.
- Upholds our Christian ethos while complying with the Equality Act 2010.

Reasonable adjustments are made for pupils with additional needs.

6. Roles and responsibilities

6.1 Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

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

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

7. Parents

We recognise that parents are the primary educators of their children.

We will:

- Publish this policy on the school website.
- Provide curriculum overviews.
- Allow parents to view teaching materials upon request.
- Inform parents in advance of puberty education.

Pupils may ask questions about topics which go beyond any sex education covered by the school, if so we will ask the pupil to speak to their parents or a trusted adult, signposting to support services where needed.

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may invite appropriate visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

When external professionals contribute to RSE:

- All visitors are appropriately vetted.
- Materials are approved in advance by SLT and governors

9. Monitoring arrangements

The delivery of RSE is monitored by the Head and Deputy Head Teacher through learning walks, pupil voice, curriculum review and through use of our wellbeing Day floor books.

This policy will be reviewed by the Senior Leadership Team every 2 years. At every review, the policy will be approved by the Governing Body.

10. Other Relevant Documents

This policy should be read in conjunction with other school policies and National guidance listed below:

- Keeping Children Safe in Education (statutory guidance) and The Safeguarding Policy
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

- The Behaviour Policy
- The Equality Policy
- SEND code of practice: 0 to 25 years (statutory guidance) and the Local Offer/SEN Policy
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools) and the Mental Health and Wellbeing Policy
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) and the Anti-Bullying Policy
- 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

St John's CEVA Primary will review and adapt this policy in light of any new statutory changes.

10.1 Linked in-school Policies

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Online Safety Policy
- Safeguarding Policy
- Collective Worship Policy
- SMSC Policy
- RSE Policy
- Equalities Policy
- Science Policy
- RE Policy
- PE Policy
- SEN Policy

Please also refer to those named policies for more comprehensive information.

Signed: Mrs J Betts

		Date
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