



St John's Church of England Primary School

Relationships, Sex and Health Education Policy

Written with reference to the The Church of England model for RSE

Date Approved:	Autumn 2026
Headteacher:	Miss Anna Pyatt
Chair of Governors:	Mr Paul Ramsey
Review Date:	Autumn 2027

Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

Purpose

‘Loving your neighbour’, ‘Respecting each other’ and ‘Valuing Diversity’ sit at the heart of St John’s C of E Primary School and reflect our Christian ethos of valuing every child as a unique child of God.

‘We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*’.

It should be read in conjunction with the following policies:

- Physical Education Policy
- Child Protection Policy
- Confidentiality Policy
- Behaviour Policy
- Anti-bullying Policy
- Inclusion/SEND policy
- Equality Statement and Objectives
- Equality Act 2010

Morals and Values Framework

At St John’s C of E Primary School, we want young people to flourish and to gain every opportunity to live fulfilled lives. Relationships and Sex Education (RSE) and Health Education is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such, in C of E Schools, Relationships, Sex and Health Education lessons will help pupils explore the foundational ethic of “Love your neighbour as yourself” (Mark 12.31). Pupils will have considered how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Aims

The aims of this policy are in accordance with the DfE Statutory Guidance on Relationships and Sex Education (RSE) and Health Education of July 2025 which makes relationships education compulsory in primary schools. (Sex Education itself remains non-statutory.) In an age appropriate way, we endeavour for the children to understand the following:

Relationships Education:**Learning to have healthy life-giving relationships with others**

- To teach fundamental building blocks of characteristics of positive relationships (friendships, family and relationships with other children/adults)
- To know what a relationship is, what friendship is, what family means and who can support them
- To establish awareness of personal space and boundaries
- To show respect and understanding of the difference between appropriate and inappropriate contact
- To understand features of healthy relationships in a range of contexts so children understand the features which will lead to happiness and security
- To understand how to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- To know that families of many forms other than two birth parents provide a nurturing environment for children. These families can include single parent families, step and extended families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers among other structures
- To ensure there is no stigmatisation of children based on their home circumstances and needs
- To know that the ability to form positive relationships also contributes to certain character traits such as being able to achieve, perseverance and resilience
- To nurture self-respect and personal attributes including honesty, integrity, courage, kindness, generosity and a sense of justice
- To help children gain access to information and support if required

Sex Education:**Learning about what might make healthy life-giving intimate relationships**

We define Sex Education as learning about human reproduction. It is defined as those lessons covering conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as physical facts. Sex Education is not learning about different types of sexual activity.

We inform parents about Sex Education by sending curriculum information letters at the start of the summer term, holding parent information sessions and making materials available for viewing on request.

The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. **Parents do not have the right to withdraw from this aspect of the curriculum.**

At St John's C of E Primary School, we have decided that it is important to include age appropriate sex education as part of our PSHE programme to protect and prepare the children in our community. **Parents do have the right to excuse their children from this aspect of sex education and can do so by applying in writing to the Headteacher.** We will invite you to talk through your concerns, review the materials we will use and explain our rationale.

- To ensure that both boys and girls are prepared for puberty
- To build upon the science curriculum so they understand how a baby is conceived and born

We teach about human reproduction within our Science Curriculum in line with the National Curriculum science requirements: children learn about life cycles and how mammals reproduce.

Health Education:

Learning to be in a healthy relationship with myself and how to look after myself:

- To ensure children understand the characteristics of good physical health and mental well-being
- To know that mental well-being is a normal part of daily life, in the same way as physical health
- To equip children to make good decisions about their own health and well-being (including sleep, nutrition, exercise)
- To help children articulate how they are feeling and develop the language to talk about their bodies, health and emotions
- To know how to seek support as early as possible from appropriate sources
- To understand that good physical health contributes to good mental well-being, and vice versa
- To promote children's self-control and ability to self-regulate, and strategies for doing so
- To reduce stigma attached to health issues, in particular those to do with mental well-being

- To ensure children understand the changes that will occur in puberty (including menstruation)
- To understand age appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine and addiction.
- To learn about personal safety- recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- To understand the benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.

Roles and Responsibilities

The PSHE Lead is the designated teacher with responsibility for relationship and sex education.

All staff teaching this sensitive and important subject have received training and it is taught by the classroom teacher. It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age appropriate questions. There may, however, be occasions when outside visitors are invited to teach (such as the School Nurse). It is delivered through the Jigsaw PSHE curriculum, Science, RE as well as our whole school approach to Protective Behaviours and pastoral care.

Access to RSE

In accordance with the Equality Act 2010 we seek to: a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act, b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our RSE Policy seeks to eliminate discrimination and foster good relations by teaching pupils about a wide spectrum of people and their lives; including people who share protected characteristics (ethnicity, sex, religion, age, culture, disability, sexuality, language, special needs, disadvantage and/or legal status).

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. Pupils with SEND will have had the content made accessible to them by differentiated questions and resources as well as targeted support in or out of class should this be required.

Specific Issues

Parents/Carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or PSHE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn they cannot take part in the Sex Education programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school programme

As outlined in the DfE document, parents cannot withdraw their child from any of the Relationships aspect of the RSE curriculum.

Confidentiality and Child Protection

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. If this happens, the staff member involved will inform the Designated Safeguarding Lead Miss Anna Pyatt or one of the Deputy Designated Safeguarding Leads (Mrs Moore, Mrs Thompson, Mrs Siggins and Mrs Cavalier) who will act in accordance with our Child Protection and Safeguarding Policies.

A staff member cannot promise confidentiality if concerns arise. The child will be supported by the teacher throughout the process.

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal RSE topics and concerns arising from pupils' questions are answered according to the age and maturity of the pupil(s) involved. Questions do not have to be answered directly, and can be addressed individually later. Provision may be made to meet the individual child's needs.

How the content will be accessible for pupils with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

Visual supports, simplified language, concrete examples

Additional pre-teaching or small group work where needed

Multi-sensory approaches and practical activities

Extended time for processing and responding

Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Monitoring and evaluation

If there are changes to the RSHE curriculum and policy is to be made, it is important to engage parents in the consultation process and, to do so, a working group will be formed where a selection of parents are invited to join and participate in discussion pertaining to RSE. In addition, the Subject Lead will plan and produce a presentation which will be shared with staff and parents as part of an Information session. Feedback from this will be evaluated, considered and discussed as part of the consultation process.

This policy will be monitored and evaluated by the PSHE Subject Lead annually in discussion with Governors, staff and parents in the working group when required.

Signed and date	The policy document must be signed and dated by the Headteacher and Chair of the Governing Body. A review date should also be stated.
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