



# **St. James' Church of England Primary School**

## **'Building One Faith, One Family, Our Future'**

### **Relationships, Sex & Health Education Policy**

Written by L.Bryan – Autumn 2025

Approved by Governors – Autumn 2025

Review Date – Autumn 2026 (Standards Committee)

## **Relationships Education**

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

## **Our Mission**

Together, following Jesus' teaching, we aim to develop mutual respect and responsibility for all members of our school community. Through effective teaching and by expecting the highest of standards, we value each other's achievements and create a safe, caring environment in which the whole child is nurtured. Our Christian Values of love, forgiveness, truth, justice, and compassion are at the core of everything we do.

## **Vision**

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St James' Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do.

Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

## **Purpose and Principles**

At our school, we believe in providing every pupil with open, honest, accurate and age appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum. Our RSHE curriculum also ensures children understand that families can look different, including families with same-sex parents. This is always taught in an age-appropriate and faith-sensitive way, consistent with the Equality Act and Church of England guidance.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;

- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

### **Aims**

The aims of relationship and sex education at St James CE Primary School are;

- to ensure is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development; Relationships, Sex and Health Education (RSHE)
- to enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationships;
- to prepare children for healthy relationships in an online world;
- to understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe;
- to help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy;
- to create a positive culture around issues of sexuality and relationship;
- to ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values;
- to know how to 'love your neighbour' even when we might disagree;
- to promote the values of safety, caring, achievement, resilience and friendship.

### **Statutory Requirements**

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education and Health Education. (RSHE)

### **Policy Development and Review**

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

1. review – a member of staff or working group gather all relevant information including relevant national, diocesan and local guidance;
2. staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting (or respond to a questionnaire) about the policy;
4. pupil consultation – we investigated what exactly pupils want from their RSHE;
5. ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed annually by the Standards Committee.

### **Definitions**

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers how a baby is conceived and born, including conception, reproduction and birth, taught in an age-appropriate way.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy).

### **Right to be Excused from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Parents will be informed annually of the RSHE content to be delivered in each year group. They will be given opportunities to view resources and ask questions so that they feel confident in supporting their child's learning at home.

### **Curriculum Delivery of RSHE**

Appendix 1 outlines the curriculum overview for the school in relation to RSHE showing which topics are taught in which years. All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

### **Difficult Questions and Sensitive Issues in Relation to Sex Education**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.

AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked. In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

All staff understand that issues raised in RSHE lessons may highlight safeguarding concerns. Staff will follow the school's Safeguarding and Child Protection Policy and the statutory guidance in

Keeping Children Safe in Education (KCSIE). Where necessary, concerns will be recorded and shared with the Designated Safeguarding Lead.

### **Roles and Responsibilities**

The **governing board** will approve the RSHE policy and hold the headteacher to account for its implementation.

The **headteacher** is responsible for ensuring that RSHE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

**Staff** are responsible for:

- teaching in line with the Church of England foundation of the school;
- delivering RSHE with sensitivity;
- modelling positive attitudes to RSHE;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from Sex Education.

PSHE may be taught by the class teacher or the HLTA. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff will sensitively challenge gender stereotypes, discriminatory comments or misinformation that may arise during discussions. Responses will always be age-appropriate, respectful and consistent with school values and the Equality Act.

**Pupils** are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

### **Pupil Voice**

The views of pupils are central to the evaluation of RSHE. Pupil voice will be regularly gathered to help assess the impact of lessons, ensure content is meeting pupils' needs and inform future planning.

At St James' we also have a group of trained Year 6 peer mentors who support younger pupils with their wellbeing. These mentors act as positive role models, offering a listening ear, promoting kindness and respect, and helping children who may need additional support to feel included and safe. This peer mentoring programme complements our RSHE curriculum by encouraging pupil leadership, empathy and responsibility within our school community.

### **Staff Training and CPD**

Staff delivering RSHE will receive regular training to ensure their knowledge and confidence are up to date. This includes annual refresher training, opportunities to share best practice in staff meetings, and access to additional support from Coram Life Education. New staff will be introduced to the policy and curriculum as part of their induction.

### **Monitoring Arrangements**

Day to day monitoring is the responsibility of the SRE/PSHE co-ordinator (currently Miss Lynsey Bryan). Continuous monitoring and reporting to the governing body will be part of the Senior Leadership Team review systems. All staff and governors will regularly monitor to determine the effectiveness of the Policy and its impact upon children. Assessment in RSHE is ongoing through discussion, reflection activities and SCARF assessment tasks. Teachers use these to inform planning and ensure progression across year groups. Impact will also be monitored through pupil voice, staff

## Appendix 1 Overview of RSHE Curriculum

(lessons may be adapted to meet SEND needs)

Year Group	Content	Example SCARF lessons taught	Member of staff responsible
<i>Foundation Stage</i>	Me and My Relationships; Valuing Difference Keeping myself Safe Roles and Responsibilities Being My Best	<i>Stories, Whole class talk time, adult supported activities with enhancements for continuous provision</i>	Class teacher
Year 1	Me and My Relationships;  Valuing Difference  Growing and Changing	<i>Thinking about Feelings Our Feelings Feelings and Bodies Our Special people balloons Good Friends  Same or Different? Who are our special people?  Taking care of a baby Then and Now Surprises and Secrets Keeping Privates Private</i>	Class teacher
Year 2	Me and My Relationships;  Valuing Difference  Roles and Responsibilities  Keeping myself Safe  Growing and Changing	<i>How are you feeling today? Being a Good friend Let's all be Happy  What makes us who we are? How do we make others feel? My Special people  Feeling safe Playing games  How safe would you feel? What should Harold say? I don't like that! Fun or Not? Should I tell? Some secrets should never be kept.  Haven't we grown! My body, your body Respecting privacy</i>	Class teacher
Year 3	Me and My Relationships;  Valuing Difference  Keeping myself Safe  Being My Best  Growing and Changing	<i>My Special Pet Looking after our special people Friends are special Family and Friends Lets celebrate our differences Zeb  None of your business Raisin Challenge  I am fantastic  Relationship Tree</i>	Class teacher

		<i>Body Space Secret or Surprise</i>	
Year 4	Me and My Relationships;  Valuing Difference  Keeping myself Safe  Roles and Responsibilities  Being My Best  Growing and Changing	<i>OK or notOK? When feelings Change Under Pressure  Islands Friend or acquaintance? That is such a stereotype!  Keeping ouRSHElves Safe Raisin Challenge (2)  Who helps us to stay healthy and safe?  What makes me me! My feelings are all over the place All change!  Period Positive (Note: Menstruation coverage – introductory lesson on menstruation, reassurance and understanding changes). Secret or Surprise? Together</i>	Class teacher
Year 5	Me and My Relationships;  Valuing Difference  Keeping myself Safe  Being My Best  Growing and Changing	<i>How good a friend are you? Relationship Cake Recipe  Qualities of Friendship Happy being me Is it true?  Decision Dilemmas Play, Like, Share  Independence and Responsibility  How are they feeling? Take Notice of our feelings Changing bodies and Feelings Growing up and Changing Bodies (Note: Menstruation coverage – detailed teaching about menstruation, hygiene and self-care). I'm a teenager get me out of here Stop, Start, Stereotypes</i>	Class teacher / Coram teaching staff
Year 6	Me and My Relationships;  Valuing Difference  Keeping myself Safe  Roles and Responsibilities	<i>Solve the friendship problem Assertiveness skills Don't force me Acting Appropriately  t's OK to be different We have more in common than not Advertising Friendships Boys will be boys - challenging gender stereotypes Traffic Lights To share or not to share Joe's Story (part 2)  Fakebook Friends Being my best What's the risk? (2)</i>	Class teacher /Coram Teaching staff

	Growing and Changing	<p><b>All Change!</b>  <b>I look Great!</b> (<i>Note: Menstruation coverage – revisit menstruation in greater depth, managing periods in school, period positivity, tackling myths</i>).  Media Manipulation  Is this Normal?  Making Babies  What is HIV?</p>	
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**Appendix 2 DfE Statutory Guidance Categories: Relationships  
Education (Primary) within the PSHE**

**By the end of primary school pupils should know -**

<p><b>Families and People who Care for Me (FPC)</b></p>	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
<p><b>Caring Friendships (CF)</b></p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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 manage these situations and how to seek help or advice from others, if needed.</p>
<p><b>Respectful Relationships (RR)</b></p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>

	<p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p><b>Online Relationships (OR)</b></p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
<p><b>Being safe (BS)</b></p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>

**Appendix 3 DfE Statutory Guidance Categories:  
Physical Health and Mental Wellbeing (Primary)**

**By the end of primary school pupils should know -**

<p><b>Mental Wellbeing (MW)</b></p>	<p>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.</p>
<p><b>Internet Safety and Harms (ISH)</b></p>	<p>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</p>

**Changing Adolescent Body (CAB)**

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. (Period education is inclusive, recognising that some boys as well as girls may need to learn about menstruation). *Teaching is delivered in a way that prepares both boys and girls for the changes of puberty, including menstruation (year 4), before they experience it.*