



Relationships, Sex and Health Education Policy

<u>Name of School:</u>	St Mary's CofE Primary School
<u>Date of Policy:</u>	June 2026
<u>Member of Staff Responsible:</u>	Katherine Evans
<u>Review Date:</u>	July 2027
<u>Consultation:</u>	This policy has been drawn up by the staff and governors at St Mary's School.

Ethos Statement

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

RSHE Purpose:

At St Mary's, we view RSHE education as an essential element of our personal development offer. Through this teaching, pupils learn how to take care of themselves emotionally and physically, how to stay safe in the world around them and online, and how to navigate the fast-paced changes of a constantly developing world.

High-quality RSHE provision enables our pupils to meet the expectations and demands of the world beyond school with confidence.

PSHE, including the statutory content of the RSHE curriculum, forms a central thread within the St Mary's Curriculum. It reflects our commitment to a holistic approach to education and to the development of the whole child. Through this, we guide young people to become values-driven, spiritually aware and engaged, active citizens.

Our curriculum is carefully planned to support spiritual growth, social development, active citizenship, emotional awareness and digital competence. Religious Education units launch each project with a clear values focus, viewed through the lens of spiritual and personal development.

Many of these areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Aims of RSHE at St Mary's

RSHE at St Mary's aims to help pupils:

- Take care of themselves emotionally and physically.
- Stay safe in the world around them and online.
- Develop healthy relationships and emotional wellbeing.
- Build confidence, resilience and self-awareness.
- Understand personal safety and safeguarding.
- Become active and responsible citizens.
- Develop the knowledge and skills needed to navigate an increasingly complex world.
- Understand physical development, growth and puberty in an age-appropriate way.
- Make informed decisions about their health and wellbeing.

Policy development:

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

- Review of relevant national and local guidance alongside school practices.
- Staff working on the development of RSHE in school were given the opportunity to review and make recommendations.
- The draft policy was shared with parents and feedback and further discussion were invited.
- Once the policy was finalised and any amendments made, the policy was shared with governors and approved by them.

Definition of RSHE

RSHE is separated into two main areas: Relationships Education and Health and Wellbeing Education. Through these strands, pupils are supported to develop the knowledge, skills and values needed to flourish both now and in the future. They learn how to build healthy relationships, care for their physical and emotional wellbeing, make informed choices and contribute positively to their communities as respectful, responsible and compassionate individuals.

Statutory Requirements:

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Further information about sex education can be found later in this policy.

In teaching RSE, we must have regard to guidance issued by the Secretary of State, as outlined in Section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Relationships Education:

Families and People Who Care for Me: Pupils learn that families provide love, care, security and stability, and that family structures may differ. They learn the importance of healthy family relationships and how to seek support if a relationship makes them feel unhappy or unsafe.

Caring Friendships: Pupils learn the qualities of positive friendships, including kindness, trust, honesty and loyalty. They develop skills to build, maintain and repair friendships, manage conflict and seek help when needed.

Respectful, Kind Relationships: Pupils learn the importance of treating others with kindness, respect and fairness, including those who may have different beliefs, backgrounds or experiences. They develop skills to communicate effectively, set healthy boundaries, challenge stereotypes and recognise bullying and discrimination.

Online Safety and Awareness: Pupils learn how to build safe and respectful relationships online, understand the risks associated with digital communication and protect their personal information. They learn how to identify harmful content, recognise unsafe situations and access support when needed.

Being Safe: Pupils learn about personal boundaries, privacy and body ownership, including recognising appropriate and inappropriate contact. They develop the confidence and knowledge to identify unsafe situations, seek help from trusted adults and report concerns both online and offline.

Health and Wellbeing Education:

General Wellbeing: Pupils learn about the importance of physical and mental wellbeing, recognising and managing emotions, building resilience and seeking support when needed. They also learn about the impact of change, loss, loneliness and bullying on wellbeing.

Wellbeing Online: Pupils learn about the positive and negative impacts of the internet and digital technology on wellbeing. They develop skills to use technology responsibly, manage screen time, critically evaluate online content and seek support for online concerns.

Physical Health and Fitness: Pupils learn about the benefits of regular physical activity and how active lifestyles support both physical and mental health. They also understand the risks associated with inactivity and know when to seek support regarding their health.

Healthy Eating: Pupils learn what constitutes a healthy, balanced diet and the importance of developing positive relationships with food. They also learn about the risks associated with poor dietary choices and unhealthy eating habits.

Drugs, Alcohol, Tobacco and Vaping: Pupils learn about the risks associated with legal and illegal harmful substances, including alcohol, tobacco, vaping and drugs. They develop an understanding of how these substances can affect health and wellbeing, including the risks of addiction.

Health Protection and Prevention: Pupils learn how to maintain good health through healthy habits such as sleep, personal hygiene and oral health. They also learn about illness prevention, vaccinations, sun safety and how germs and viruses can spread.

Personal Safety: Pupils learn how to recognise hazards and risks in everyday situations and how to keep themselves safe in a range of environments. This includes understanding road, rail and water safety and making informed choices to reduce risk.

Basic First Aid: Pupils learn how to respond appropriately in emergency situations, including how to contact emergency services. They are introduced to basic first aid concepts and how to respond to common injuries safely and effectively.

Puberty and Sex Education

At St Mary's, Relationships Education and Health Education are taught in accordance with statutory guidance. Relationships and Health Education is compulsory.

Within the area of Health and Wellbeing education, pupils are taught about the way human bodies develop and change over a lifetime, including the changes that occur during puberty. They develop an understanding of body changes, menstruation and the correct names for body parts, alongside learning about privacy, boundaries and personal care. This content is included in both the RSHE curriculum and the National Curriculum for Science.

In line with National Curriculum Science expectations:

- Pupils in Year 5 are taught about the stages of human life, including puberty.
- All pupils learn about the ways boys and girls change and grow during this time.
- This content is statutory. There is not a right to withdraw pupils from these lessons.
- Lesson materials on the topic of puberty are made available to parents ahead of the lesson delivery and parents are invited to discuss these lessons and any questions or concerns they may have.
- As with all RSHE teaching, pupil wellbeing, emotional safety and comfort are a priority and this is reflected in the structure and organisation of these lessons.

A further Year 5 lesson on human reproduction is offered beyond the statutory science curriculum. This lesson includes teaching of:

- Human reproduction
- Conception

It does not include detailed instruction about sexual intercourse, contraception or STIs. This content is delivered in an age-appropriate manner.

- Parents are invited to view resources before delivery.
- Parents may request withdrawal from this lesson.
- Parents wishing to withdraw their child from this lesson may do so following a discussion with the Headteacher. Pupils not taking part in this lesson will be provided with alternative learning activities.

Curriculum Design

We have developed our own RSHE progression framework, mapping progression towards statutory outcomes through year-group-specific statements.

Discrete PSHE Lessons

- Weekly lessons from Year 1 to Year 6 follow a progressive curriculum.
- Stories, discussion and reflection are used to explore key themes in an age-appropriate way.
- Half-termly Online Safety and *No Outsiders* lessons are included.
- Lessons are delivered in a safe, supportive environment and adapted to meet the needs of all learners.
- Lessons follow a consistent structure and include:

- Ground rules for respectful discussion
- Signposting to support
- Opportunities for personal reflection
- Safeguarding reflection activities

Questions are answered sensitively and appropriately according to pupils' age and stage of development.

The St Mary's Curriculum

- RSHE themes are embedded throughout the wider curriculum.
- Projects are driven by core values and encourage pupils to become reflective, responsible citizens.
- RE provides a values-led foundation for learning and supports spiritual and personal development.
- Summer Express Projects focus on emotional wellbeing, relationships and self-awareness.

Science

- Science supports learning about healthy lifestyles, nutrition, exercise, medicines, drugs, alcohol and human development.
- Puberty and human growth are taught through the statutory science curriculum.
- Overlapping objectives are explored through both scientific enquiry and personal wellbeing perspectives.

Mathematics Where Appropriate

- Mathematics supports learning about financial education and healthy decision-making.
- Activities such as Money Maths Week help pupils develop an understanding of spending, saving and budgeting.

Online Safety Education

- Online safety is taught through dedicated lessons and reinforced across the curriculum.
- Pupils learn how to stay safe online, manage risks, protect personal information and seek support when needed.
- Teaching responds to emerging technologies and current online trends.

Visits, Visitors and Workshops

- Visitors and workshops enrich learning about health, wellbeing, safety and citizenship.
- Pupils benefit from expert knowledge and real-life experiences that support curriculum objectives.
- All visitors and resources are carefully selected to ensure they are appropriate and aligned with school values.

Extended Learning Experiences

- Planned enrichment opportunities help pupils apply learning in real-life contexts.
- Experiences such as first aid, water safety, financial education and democratic participation develop confidence, responsibility and independence.
- Opportunities are mapped across the school to ensure progression and entitlement for all pupils

Use of external organisations and materials:

We will make use of resources and lesson materials sourced from external organisations. We recognise the expertise and quality that can be drawn upon from a range of organisations and agencies, including but not limited to the NHS, West Midlands Fire Service, St John's Ambulance and West Midlands Police. Where we are sourcing lesson materials from external organisations, the following checks are made:

- Resources are reviewed by the PSHE subject leader to ensure they are age and stage appropriate, accurate, unbiased and inline with our duties around political impartiality.
- Resources meet the intended outcome of the relevant part of the curriculum.

Where we are inviting visitors from external organisations to speak or work with groups of children, the PSHE subject leader will:

- Only choose to work with external agencies where we have full confidence in the agency, the approach and the resources it uses.
- Ask to see in advance materials the organisation will use to ensure they are age and stage appropriate, accurate, unbiased and inline with our duties about political impartiality. .
- Know the named individuals who will be there and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and families.
- Ensure we have shared our expectations and rules around the taking and sharing of photographs of pupils, communicating clearly what pupils do and do not have parental consent for and what our policies are in relation to this.
- Ensure teachers remain present for all sessions delivered by external providers.

Inclusion and Equality

SEND

- Our curriculum promotes a strong culture of inclusion where every pupil is valued, supported and encouraged to flourish, with learning carefully adapted to ensure pupils with SEND can access, participate in and succeed across the curriculum.
- PSHE supports pupils in developing self-awareness, empathy, resilience and respect for others, while teaching is adapted through visual resources, reading support, speaking opportunities and multi-sensory approaches to help pupils with SEND access, understand and retain new learning.
- Curriculum experiences are designed to broaden pupils' knowledge of the world, develop cultural capital and encourage curiosity, engagement and critical thinking, while exploring a range of viewpoints and perspectives supports pupils with SEND in understanding different social situations, opinions and experiences.
- A language-rich curriculum promotes communication and vocabulary development across all subjects, helping pupils with SEND to express themselves with increasing confidence and independence.
- High expectations are maintained for all pupils, and achievement is celebrated across academic, creative, sporting and personal areas.
- The participation and engagement of pupils with SEND are closely monitored through pupil voice, lesson observation and work scrutiny to ensure barriers are identified and addressed, enabling all pupils to fully access school life and flourish.

Vulnerable Pupils and those eligible for the Pupil Premium

- Our curriculum is designed to ensure that all pupils, including those who are vulnerable or disadvantaged, can access, understand and succeed in their learning regardless of their prior experiences or starting points.
- Vocabulary development is prioritised to support communication, comprehension and self-expression, enabling pupils to access wider learning and develop cultural capital.
- Pupils are encouraged to explore a range of viewpoints in a safe and supportive environment, developing confidence in expressing their own opinions and understanding the experiences, beliefs and perspectives of others.
- The curriculum broadens pupils' horizons through exposure to a range of careers, aspirations and future opportunities, encouraging them to think ambitiously about their futures.
- RSHE provides essential learning about personal safety, safeguarding, healthy relationships, boundaries and consent, helping pupils to recognise risks, make informed choices and seek support when needed.
- Life skills, including financial education, nutrition and healthy lifestyles, are embedded throughout the curriculum to promote independence, wellbeing and responsible decision-making.
- High expectations are maintained for all pupils, and achievement is celebrated across academic, creative, sporting and personal areas.
- We actively remove barriers to participation and carefully consider the affordability of trips, visits and enrichment opportunities to ensure all pupils can access the full curriculum experience.

Additional Vulnerabilities

- We recognise the importance of inclusive, nurturing and responsive teaching, particularly where aspects of the RSHE curriculum, such as family relationships, mental wellbeing, physical development, grief and bereavement, prejudice and isolation, may be personally significant or sensitive for some pupils.
- Staff use their knowledge of individual pupils to plan and deliver lessons in a way that ensures all children feel safe, supported and valued, while maintaining a culture of respect, compassion and inclusion.
- Where appropriate, pupils may be prepared before a lesson or offered additional support afterwards to help them engage confidently with sensitive content.
- All PSHE lessons follow a consistent structure that includes reminders of discussion ground rules, signposting to sources of support, opportunities for personal reflection and consideration of how learning relates to pupils' own wellbeing and safety.

Communication and Partnerships with Families:

At St Mary's, we value the important role that parents and carers play in children's personal development and seek to build strong partnerships that support learning about relationships, health, wellbeing and safety. We do this in the following ways:

- Sharing of curriculum information, including the map of PSHE lessons, at regular intervals throughout the school year.
- Making curriculum information, including long term overviews of PSHE and RSHE coverage, available on the school website.
- Holding meetings with parents of pupils in Year 5 ahead of statutory lessons about puberty and developing bodies, and the non-statutory lesson about human reproduction.
- Signposting families to further resources and organisations that can help them to further support their child at home with any element of the RSHE or PSHE curriculums.
- Reinforcing school expectations and advice about healthy eating, including about what food is suitable to bring into school.

- Seeking feedback from families about the effectiveness of the school's RSHE provision.

Safeguarding and Confidentiality

RSHE contributes significantly to safeguarding at St Mary's.

PSHE and RSHE provide pupils with the knowledge and skills to recognise risks, stay safe and seek help when needed, both online and offline.

Through age-appropriate learning about relationships, boundaries, consent, personal safety and wellbeing, pupils develop the confidence to identify unsafe situations and communicate concerns to trusted adults.

PSHE and RSHE support the school's wider safeguarding responsibilities by helping pupils understand how to protect their physical and mental wellbeing, make informed choices and build healthy, respectful relationships.

Staff will:

- **Follow the school's safeguarding procedures.** Staff will follow the school's safeguarding and child protection procedures at all times and respond appropriately to any concerns that arise during RSHE lessons.
- **Refer concerns appropriately.** Any safeguarding concerns or disclosures made by pupils will be reported promptly to the Designated Safeguarding Lead (DSL) in line with school procedures.
- **Create safe and respectful learning environments.** Staff will establish and maintain a safe, inclusive and respectful learning environment where pupils feel confident to participate, ask questions and share their views appropriately.
- **Ensure pupils know where to seek support.** Staff will regularly remind pupils of the trusted adults, services and sources of support available to them both within school and beyond.

All RSHE lessons include:

- Ground rules for discussion.
- Signposting to support.
- Opportunities for safeguarding reflection.

A culture of respect and compassion is expected and maintained at all times.

Training

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

Staff receive annual safeguarding training and updates to ensure they are able to identify and spot concerns arising from any RSE topic and can confidently follow school safeguarding procedures in the event of an emerging concern or disclosure.

Roles and Responsibilities

Teachers:

- Follow the sequences of learning set out in the St Mary's PSHE sequences and across the wider curriculum
- Deliver lessons using standard St Mary's PSHE lesson structures, ensuring continuity of experience centred on pupil comfort, confidence and safety during sessions.
- Make use of assessment tools, including the St Mary's RSHE Progression Framework, to identify next steps in learning for pupils.
- Establish safe and respectful learning environments in which all pupils can comfortably and safely express their views if they wish to.
- Teach objectives defined within the RSHE curriculum, seeking support from senior leaders and/or the PSHE subject leader if pupil discussion moves beyond the scope of this, ensuring only the statutory content is delivered.
- Follow the school's safeguarding policy and procedures in the event that any pupil shares information that requires a response from a designated senior leader or suggests the possibility of a safeguarding concern.

The PSHE subject leader:

- Sourcing of compliant, reliable and appropriate resources
- Monitoring of delivery of discrete PSHE lessons, maintaining fidelity to the planned sequences of learning and the overall progression framework
- Reviewing of assessment data and responding strategically
- Booking of visits, visitors and workshops to enhance learning experiences
- Keep up to date with changes and developments within PSHE and RSHE
- Supporting the planning and creation of lessons alongside teachers
- Monitoring of lessons and outcomes through lesson observation, work scrutiny and pupil voice.
- Reporting to SLT including about next steps and successes.

The PSHE leader is supported by the Science Subject Leader and the Computing Subject leader to ensure the above is achieved within Science and Online Safety teaching.

The Senior Leadership Team:

- Maintain strategic oversight of the delivery of the full RSHE curriculum where it falls within discrete PSHE, Science, Online Safety, Curriculum projects and across other lessons and subjects.
- Supporting the evaluation of monitoring outcomes and assessment data
- Seeking feedback from families about the effectiveness of their child's experience of RSHE

Governors

- Governors receive regular updates regarding the effectiveness of RSHE teaching and use this information to provide support and challenge in relation to pupil outcomes, inclusion and wellbeing.
- The named Governor for Safeguarding is Fakhte Soltani.

Related Policies:

This policy is supported by other school policies and should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- Anti-bullying policy
- Positive Behaviour Policy

- Confidentiality Policy

Policy Review

- This policy is reviewed annually by the school Governing Board