



St Mary's C of E (VA) Primary School

Working together
in an inclusive Christian environment
to allow every pupil to shine brighter and brighter.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences.

Relationships, Health and Sex Education Policy

Date of issue: May 2021

Last reviewed/adopted: February 2026 (FGB)

Next review date: Spring 2027

This policy is GDPR compliant

Signed: _____

Date: _____

1. INTRODUCTION

This Relationships, Health and Sex Education (RHSE) Policy has been developed following consultation with staff, governors, parents/carers and the Diocese. It reflects the school's Christian vision and values and supports pupils in developing healthy, respectful relationships and a strong sense of self-worth.

This policy complies with current statutory requirements for **Relationships Education and Health Education**, and is informed by statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education issued by the Department for Education. It also fulfils the requirements of the **Children and Social Work Act 2017** and takes account of the **Equality Act 2010**.

Relationships Education and Health Education are **statutory for all primary pupils**. Sex education is not statutory in primary schools but is taught in line with this policy.

This policy also reflects the expectations of the **Church of England Vision for Education**, supporting the flourishing of every child as a unique individual made in the image of God.

2. DEFINITION OF RELATIONSHIPS AND SEX EDUCATION

Relationships and Sex Education (RSE) is lifelong learning about physical, moral, emotional and social development. It is set within a framework that promotes dignity, respect, compassion and responsibility, and which encourages pupils to develop empathy, self-confidence and positive, healthy relationships.

In a Church of England school, RSE is rooted in Christian teaching about love, respect, faithfulness and commitment, while recognising the diversity of family life and relationships in modern society.

3. AIMS OF OUR RHSE POLICY

Our whole-school aim is to provide a safe, inclusive and stimulating environment in which all members of our school community can flourish within a caring Christian community.

Through Relationships, Health and Sex Education, we aim to work in partnership with parents/carers to:

- Enable pupils to gain accurate, age-appropriate knowledge and understanding about relationships, emotions, puberty, human reproduction and personal health

- Promote positive attitudes towards emotional wellbeing, physical health and healthy relationships
 - Develop pupils' personal, social and decision-making skills
 - Teach RHSE within a moral and ethical framework that reflects the school's Christian ethos
 - Foster respect for others, recognising diversity while promoting shared values
 - Follow school procedures relating to confidentiality and safeguarding
 - Ensure staff are appropriately trained and supported to deliver RHSE confidently and sensitively
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4. ORGANISATION OF RHSE

We recognise that parents and carers are the primary educators of their children in relationships and sex education. The school's RHSE programme is designed to complement and support learning that takes place within the family.

RHSE is taught primarily by class teachers, who may liaise with other professionals (such as the school nurse) to ensure that teaching is accurate, balanced and up to date. Teaching is inclusive, accessible and appropriate to pupils' ages, stages of development and individual needs.

5. RHSE PROGRAMME

RHSE is delivered through the **Personal, Social, Health and Economic (PSHE) education curriculum**, using the **Kapow PSHE scheme of work**. Biological aspects of RSE are taught through the science curriculum in line with the National Curriculum.

The programme addresses:

- Knowledge and understanding
- Attitudes and values
- Personal and social skills

Teaching approaches are interactive, engaging and reflective, enabling pupils to practise social skills, ask questions and develop confidence in a safe learning environment.

6. PUBERTY, MENSTRUATION AND SEX EDUCATION

Puberty and Menstruation

Lessons on puberty and menstruation are taught in **Years 4–6**, preparing pupils for the physical and emotional changes associated with growing up. Teaching is factual, sensitive and inclusive.

The school provides appropriate facilities and access to spare sanitary products for pupils who begin menstruation while at school.

Sex Education

The school provides a planned programme of **sex education** as part of the PSHE curriculum, using the Kapow scheme. This covers human reproduction in an age-appropriate way and builds on learning in the science curriculum.

Parents/carers are informed in advance when sex education will be taught and are invited to view materials and discuss content with staff. Teaching is delivered sensitively, using a combination of mixed-sex and single-sex groupings where appropriate.

7. INCLUSION, SEND AND EQUALITY

RHSE is inclusive and accessible to all pupils. In line with the school's SEND Policy, reasonable adjustments are made for pupils with special educational needs or disabilities.

Teaching respects religious and cultural backgrounds while ensuring that all pupils receive their statutory entitlement. The school complies with the **Equality Act 2010**, ensuring that pupils are not discriminated against on the basis of any protected characteristic.

8. CONTROVERSIAL AND SENSITIVE ISSUES

RHSE addresses issues on which views may differ. Teaching is balanced, factual and free from bias. Pupils are encouraged to explore different viewpoints, develop critical thinking and show respect for others, even where views differ from their own.

Teaching reflects the school's Christian ethos while acknowledging the diversity of beliefs, relationships and family structures in society.

9. DEALING WITH QUESTIONS

Pupils' questions are welcomed and handled sensitively, taking account of age, maturity and individual circumstances. Teachers may choose to address some questions at a later time or individually.

Staff use professional judgement and refer any safeguarding concerns to the Designated Safeguarding Lead in line with the school's Child Protection and Safeguarding Policy.

10. SEXUAL ORIENTATION AND GENDER IDENTITY

RHSE meets the needs of all pupils and includes age-appropriate teaching about sexual orientation and gender identity in a factual, respectful and sensitive manner.

The school promotes respect for all people and does not tolerate bullying or discrimination. Any incidents related to sexual orientation, gender identity or family background are addressed in line with the school's Behaviour and Anti-Bullying policies.

The school works in partnership with parents/carers to explain the content and context of this teaching, ensuring transparency and trust.

11. TEACHERS' PERSONAL BELIEFS

Teachers' personal beliefs and attitudes do not influence the delivery of RHSE. Teaching is delivered professionally, consistently and in accordance with this policy and statutory guidance.

12. CONFIDENTIALITY AND SAFEGUARDING

All staff and external visitors involved in delivering RHSE are familiar with this policy and the school's Child Protection and Safeguarding Policy.

Pupils are made aware that while staff will listen sensitively, **confidentiality cannot be guaranteed**. Where a safeguarding concern arises, staff are required to follow safeguarding procedures and share information with appropriate professionals.

13. PARENTS' RIGHT TO WITHDRAWAL

Parents/carers **do not have the right to withdraw their child from Relationships Education or Health Education**, as these are statutory subjects.

Parents/carers **may withdraw their child from sex education**, except for content that forms part of the statutory science curriculum. Requests for withdrawal should be discussed with the Headteacher and confirmed in writing so that suitable alternative arrangements can be made.

14. ASSESSMENT, EVALUATION AND REPORTING

Assessment, including pupil self-assessment, is an integral part of RHSE. Progress in PSHE, including RHSE, is reported annually to parents/carers.

15. MONITORING AND REVIEW

RHSE is monitored by the Senior Leadership Team, PSHE Lead, Science Lead and Mental Health Lead. Implementation is overseen by the Headteacher and reported to the Curriculum and Standards Committee of the Governing Body.

This policy is reviewed annually in line with the Governing Body's monitoring and review cycle.

Appendix 1 – The Kapow programme of study

The Kapow PSHE programme is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Appendix 2 – The full Kapow curriculum

	Pupils should know:	How Kapow provides the solution
Families and people who care for me Families of many forms provide a nurturing environment for children, including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers	- 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 from their family, but that they should respect those differences and know that other children's families are also characterised 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 recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - 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.	All of these aspects are covered in lessons within the Puzzles: - Relationships - Changing me - Celebrating difference - Being me in my world
Online Relationships	- that people sometimes behave differently online, including by pretending to be someone they are not. - 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.	All of these aspects are covered in lessons within the Puzzles: - Relationships - Changing Me - Celebrating Difference

	- 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 have 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 is 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 or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are 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	All of these aspects are covered in lessons within the Puzzles: - Relationships - Changing Me - Celebrating Difference
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.	All of these aspects are covered in lessons within the Puzzles: - Healthy Me - Relationships - Changing Me - Celebrating Difference

	- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being 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 well-being. - 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 knowhow 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.	All of these aspects are covered in lessons within the Puzzles: - Healthy Me - Relationships

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.	All of these aspects are covered in lessons within the Puzzles: Healthy Me
Eating healthy	- 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).	All of these aspects are covered in lessons within the Puzzles: Healthy Me
Drugs, alcohol and tobacco	- 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 immunisation and vaccination.	All of these aspects are covered in lessons within the Puzzles: Healthy Me
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.	All of these aspects are covered in lessons within the Puzzles Healthy Me:

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.	All of these aspects are covered in lessons within the Puzzles: • Healthy Me • Changing Me
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