



Policy:	RSE and PSHE Policy
Reviewed:	Annually
Approved:	March 2021
Last reviewed:	May 2025
To be reviewed:	May 2026



ST. JOHN'S CHURCH OF ENGLAND (Aided) PRIMARY SCHOOL

Relationships, Sex and Health Education policy. **(To be read in conjunction with the school's Child Protection documents)**

1. Introduction

Our Relationships, Sex and Health Education programme (RSE) promotes the spiritual, moral, cultural, mental and physical development of pupils at St John's Church of England Primary School, preparing them for the opportunities, responsibilities and experiences of later life.

The aims of Relationships and Sex Education at our school are for pupils to learn:

- To cherish themselves and others as unique and wonderfully made
- Develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Provide a framework in which sensitive discussions can take place; allowing the pupils to make sense of the world around them, to develop the skills to express their own views and make informed decisions.
- To recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others.
- How to live well together including behaving towards others, disagreeing well, forgiving and repairing broken relationships.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

We follow the 'Heartsmart' (Church Schools version) programme of study, which is recommended by the Department for Education and Portsmouth and Winchester Dioceses. 'Heartsmart' has been chosen with our children in mind. We will also follow the principles in the Church of England Charter for faith-sensitive and inclusive relationships, sex and health education, including upholding guidance from the Church of England's document 'Valuing All God's Children'. Heartsmart material is also supplemented through the use of PSHE association units of work focused on specific topics.

As a school we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations for Relationships and Health education.

For further information go to: www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Relationships and health education will be taught as part of our PSHE curriculum. Our provision is in line with the Equalities Act (2010).

2. Right to withdraw

As of September 2020, parents do not have the right to withdraw their child from relationships education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education. Sex education includes: puberty, conception, reproduction and birth. **All of these themes, with the exception of conception, are statutory**

and included in either Health Education or National Curriculum: Science. Parents have the right to request that their child be withdrawn from non-statutory sex education. Requests for withdrawal should be put in writing and addressed to the headteacher.

3. Intent

At St John's, our curriculum intent is to develop as learners who: *know themselves, have an awareness of others, are global citizens who are personally empowered to learn and possess a body of knowledge.*

Our RSE and PSHE education supports our curriculum intent and ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse and multicultural society.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
 - The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
 - Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following our safeguarding and child protection policies.

4. Implementation

The Programme of Study provides children with the knowledge and understanding of the following statutory areas:

Relationships Education

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

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention

The children will be cover all the areas at least once per Key Stage, but many areas are revisited in each phase to ensure an imbedded understanding.

We ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of

different faiths/beliefs) within all of our teaching to establish an effective and safe school environment.

As a Church of England school, we will ensure that our curriculum protects, informs and nurtures all pupils. We aim to differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that these sometimes merge.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

As stated in the Church of England RSHE Principles and Charter, everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

5. Provision

We teach PSHE and RSE in a variety of ways. We have dedicated curriculum time and lessons, where the lessons are delivered using the scheme of work. PSHE is also covered through other areas of the school's curriculum e.g. religious education and science. In addition, PSHE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- We offer two residential visits in Key Stage 2: Year 4 visit Stubbington and Year 6 visit PGL. Both trips have a particular focus on developing pupils' self-esteem and independence, providing children with opportunities to develop leadership skills and positive group work.
- Curriculum days; our children take part in themed weeks and whole school events, such as 'Democracy Week'.
- Visiting speakers.
- Whole school, key stage and class worship and assemblies.

6. Early Years Foundation Stage (EYFS)

In the EYFS, PSHE is taught as an integral part of the themes covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Understanding the World, Communication and Language and Literacy. Children in the Foundation Stage are placed in pastoral groups; daily pastoral group activities always have many PSHE elements incorporated into them. The September 2021 reforms include emphasis on self-care and healthy eating.

7. Children with additional needs (SEND)

All pupils, regardless of their needs, must have access to PSHE and RSE lessons. As with all pupils, RSE for pupils with SEND should be part of life-long learning, beginning at school entry and continuing throughout formal education and beyond. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children.

We recognise that some pupils may need higher levels of support to generalise their learning outside of RSE lessons and personalised learning to their own relationships, behaviours and

maturation. It may be appropriate to revisit topics more frequently with pupils with SEND to support 'overlearning' (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery) for new and abstract topics. We will also consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to RSE/PSHE.

Government guidance acknowledges that there may be a need for schools to tailor content and teaching to meet the specific needs of pupils at different developmental stages. The guidance also acknowledges the greater vulnerability to bullying, exploitation and other issues for pupils with SEND.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

8. Equality and Diversity

At St John's CofE Primary School, PSHE and RSE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

9. PSHE/RSE and Computing

Learning in PSHE/RSE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

10. Assessment

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE/RSE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Teachers will assess the understanding of each area prior to teaching and following delivering the lessons. Any gaps in knowledge will be monitored, and if necessary, re-taught.

11. Roles and Responsibilities

The governing board: The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

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-science components of sex education.

Staff: Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

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

12. Monitoring and review

The RSE/PSHE Champion and Senior Leadership Team are responsible for monitoring the standards of children's work and the quality of teaching. They will support colleagues in the teaching of PSHE/RSE, by giving them information about current developments in the subject.

The policy was finalised in the 2020/2021 academic year by the PSHE Champion, after consultation with parents and staff and has been approved by the governors. It is up to date with current guidance from the Government and DfE. It is reviewed yearly.

Appendix A - Overview of PSHE/RSE teaching

Cycle A	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	This is me	Once upon a time	Christmas	People who help us	Animal homes & habitats	Transport & Journeys	Going on an adventure	
EYFS	Get Heartsmart NSPCC Pants		Don't forget to let love in Anti-bullying week NSPCC Pants	Too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake	Not way through isn't true.	
Theme	Playtime!		Hot and Cold	The Secret life of Animals	Castles & Dragons	Fit for life	KS1 performance	Splash
Year 1/2	Get Heartsmart Road & Rail safety (PSHE association)		Don't forget to let love in Anti-bullying week NSPCC Pants	Too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake Dental Health (PSHE association)	Not way through isn't true. Water safety (PSHE association)	
Theme	Who am I? Where am I?	Escape to the lakes		Shining a light on other worlds	Latin Fever!	St John's kitchen	Stones and Bones	
Year 3/4	Get Heartsmart Dental health (PSHE association) – linked to science.		Don't forget to let love in Anti-bullying week Road & Rail Safety (PSHE association)	Too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake	Not way through isn't true.	
Theme	Mission to Mars		Britain at War	May the force be with you	Life in the time of the Pharaohs	Today the world came to my place	Festival of Food	
Year 5/6	Get Heartsmart		Don't forget to let love in Anti-bullying week	Too much selfie isn't healthy	Don't hold onto what's wrong Yr 5 – First aid – ½ day – head injuries, choking and resuscitation.	Fake is a mistake	Not way through isn't true. Changing Adolescent Body Yr 6 only – Risks of gambling (PSHE association)	

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Cycle B	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	This is me	Once upon a time	Christmas	People who help us	Animals homes & habitats	Transport & Journeys	Going on an adventure.
EYFS	Get Heartsmart NSPCC Pants	Don't forget to let love in Anti-bullying week NSPCC Pants		Too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake	Not way through isn't true.
Theme	Welcome to our world!	Into the unknown...		Titanic	Where do I live?	The great outdoors	KS1 Performance Na Hao!
Year 1/2	Get Heartsmart	Don't forget to let love in Anti-bullying week NSPCC Pants		Too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake Keeping safe in the sun – (PSHE association) - linked to wider theme	Not way through isn't true.
Theme	Is Southampton the gateway to the world?	Romans – Rotten or Revolutionary?		Lights, Camera, Action!	Land of Fire and Ice	Why Settle in Britain?	How great is Alfred the Great?
Year 3/4	Get Heartsmart Firework safety (PSHE association)	Don't forget to let love in Anti-bullying week		Too much selfie isn't healthy Pick your pics (PSHE association)	Don't hold onto what's wrong	Fake is a mistake	Not way through isn't true.
Theme	Spirit of Adventure	How can I look after God's beautiful world?		Heartbeat	Road trip Arizona	Who let the God's out	The Golden age of Islam
Year 5/6	Get Heartsmart	Don't forget to let love in Anti-bullying week		Too much selfie isn't healthy	Don't hold onto what's wrong Yr 5 – First aid – ½ day – head injuries, chocking and resuscitation.	Fake is a mistake	Not way through isn't true. Changing Adolescent Body Yr 6 only – Risks of gambling (PSHE association)