St John the Baptist Primary School

RSHE Policy

Reviewed Summer 26
Governor Approved
Next Review due Summer 27

School Vision

Our school community encompasses all our children, parents, staff, families, Governors and members of the Parish Church. Our vision sees St John's school at the heart of this community, with God at the centre of what we do with and for each other. Through our Christian ethos and worship, we will embed the Christian Values in our children, to live as Jesus taught us to.

We will encourage all in our community to value learning. We will provide opportunities for all to develop self-confidence, self-discipline and self-esteem so that they will have the courage to be open to new ideas, to try new experiences and aspire to be the best they can be.

We want all in our community to experience kindness, grow in faith and develop a 'healthy minds and bodies' lifestyle.

We will offer a creative, enriched and challenging curriculum - that develops RESPECT for themselves and others, RESILIENCE to tackle challenges and READINESS for the next stage and their aspirational futures - to meet the needs of all learners through a highly inclusive and inspirational approach.

We will encourage each other to become tolerant, forgiving and honest, promoting perseverance, confidence and respect for all people everywhere.

Above all we will ensure that everyone feels welcomed, safe and loved – that they belong.

Subject Intent inc. RSHE

In our context, PSHE is an integral part of the balanced curriculum we deliver at St. John The Baptist Primary School that is accessible to all children and will maximise the outcomes for every child, improving life chances and enabling them to become healthy, both in body and mind, independent and responsible members of the local community and wider world in ever changing times.

At St John the Baptist we believe all learners should them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up today, this developing their resilience. Throughout school our curriculum provides our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, this developing respect. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community, this developing readiness.

Definitions

For the purposes of this policy "Relationships education" (RE)is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and offline. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

For the purposes of this policy "Relationships and sex education" (RSE) is defined as teaching pupils about lifelong learning regarding physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

For the purpose of this policy "Health education" (HE) is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The aim of RSHE at St. John The Baptist School

The aim of RSHE in our school is to provide balanced and factual information (including correct terminology) about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSE programme aims to prepare pupils for a life in which they can:

- develop positive values that will guide their decisions, judgements, and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for themselves and to gain the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- understand seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of where they can get advice and support if needed.

This policy works in conjunction with the following policies:

- Safeguarding (including child sexual exploitation)
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Inclusion
- Personal, Social and Health Education
- Social, Moral and Cultural
- Spiritual Development

Roles and Responsibilities

At St John The Baptist Primary School the RSHE programme will be led by Joanne Hammond, RSHE Lead. The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies

and take responsibility for:

• Policy development and review

• Monitoring and assessing effectiveness in practice to inform policy review and development of the programme

• Assess and co-ordinate training and support for staff, parents/carers, where appropriate

• Liaise with external agencies to deliver specific elements of the programme

• Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum

• Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings

• Ensure parents/carers are aware of what is being taught, by whom and when

• Staff and/or Governor Training – RSHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

The named school Governor is responsible for:

- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Making sure the subject is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensure that school maintains a religious ethos when teaching RSE.

The Head teacher is responsible for:

- The overall implementation of this policy and reviewing annually.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents..
- Ensuring the school meets its statutory requirements in relation to the relationships, [sex] and health curriculum.

Teachers are responsible for:

- Planning and delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements and using age appropriate and correct vocabulary.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.

Implementation of RSHE

Across the primary phase teachers will follow the Medway scheme along with Pol-Ed which draws on the previous year's knowledge and takes into account current needs and issues. It allows teachers to be creative and deliver the lessons in the best way for the current year and is adaptable and changeable as it needs to be.

In Early Years, the focus is on developing, improving and embedding their social skills so that each child can play, work and learn together, share toys and take turns.

In Key Stage One, the children continue to have positive and friendly relationships and develop skills such as learning to make sensible choices, the importance of healthy relationships and the ability to be honest and make choices based upon their learning especially when linked to drug education, RSE and healthy lifestyles.

Throughout Key Stage two these skills continue to be developed through deeper understanding and we hope the children develop aspirations to explore the wider world, learn to manage money and know who and when to talk to someone when needed.

Curriculum organisation

The delivery of the relationships education and health education will be delivered as part of the school's PSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance and also planning guidance from the PSHE Association.

The relationships and health curriculum and policy engages the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have engaged with parents, pupils, Governors and staff on the development of this policy.

Any parent, teacher, Governor or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher or RSHE lead.

When organising the curriculum, the religious backgrounds of all pupils has been considered, so that the topics that are covered are taught appropriately.

RSHE for our SEND children including the ARP classes and the SEND unit is paramount to our ethos. Making RSHE accessible to all pupils—especially those with SEND is about thoughtful adaptation, not lowering expectations. The goal is for every pupil to access meaningful, relevant content in a way that suits how they learn and communicate.

At John's we teach RSHE through:

1. Adapted teaching approaches such as simplified language without removing key concepts, breaking content into smaller, manageable steps, using repetition and reinforcement over time and pre-teaching key vocabulary before lessons. For example, instead of abstract discussions about "healthy relationships," some pupils may explore concrete examples like identifying kind vs unkind behaviours.
2. Multi-Sensory Learning - many SEND pupils benefit from learning that isn't purely verbal, such as visual supports (symbols, pictures, diagrams, storyboards), videos, role-play, and real-life scenarios and hands-on activities where appropriate. This is especially helpful for pupils with autism or communication needs.
3. Use of Structured Frameworks through approaches such as social stories, now/next boards and clear routines and predictable lesson structures. These reduce anxiety and help pupils understand sensitive topics more safely.
4. Personalised Content, our RSHE is tailored to pupils' developmental stage, not just age. For example, some pupils may need more focus on personal safety, boundaries, and consent. At times content may be delivered 1:1 or in small groups if needed

The PSHE curriculum map can be accessed by any stakeholder at any time.

Sex Education

The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At our school, we teach pupils sex education beyond what is required of the science curriculum.

Parents are engaged in our sex education curriculum and are given the opportunity to feedback on what should be taught through sex education through parental questionnaires, parents workshops/meetings and through the SeeSaw online platform.

The age and development of pupils is always considered when delivering sex education and tailored to the maturity and needs of the current year group.

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicle, scrotum, breasts and pubic hair. School keep a breakdown of vocabulary for each group which is shared with parents prior to starting the RSE teaching programme.

Staff at St John The Baptist Primary School handle questions by pupils that may no be covered in the curriculum in a careful manner because they have to balance being helpful with staying within school policy, parental expectations, and the law.

We acknowledge the question without ignoring it and we do not just shut a student we will respond with something like, "That's a valid question," so students feel heard.

We stay within policy boundaries, however, If a question goes beyond that, teachers may avoid going into detail or give a very general, factual answer without expanding further.

We can redirect to appropriate resources Instead of explaining everything themselves, staff may suggest:

Speaking with a parent or guardian, talking to a school nurse or counsellor and we would look at approved educational resources

Teachers will offer to discuss it privately If the question is sensitive or not suitable for a whole-class discussion, a teacher might say they're happy to talk after class.

Staff will provide age-appropriate, factual information when they do answer, they'll usually keep it scientifically accurate, neutral (not opinion-based) and age-appropriate

Resources and Delivery of Curriculum

We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make. It will also take into account issues in our community and current in the media.

Our relationships and sex education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

Pupils will be taught about LGBTQ+ from Early Years onwards due to the expanse of family set ups of our school and wider community. LGBTQ+ will be taught formally in Upper Key Stage 2, with a focus on pupils developing an understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly, and appropriately to the pupil's age.

We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs. These are reviewed annually to ensure they are still appropriate.

We inform parents of the delivery of this programme starting with the letter home explaining the teaching programme and ending with the children preparing something to take home to discuss. It also includes a parent workshop to look at vocabulary and resources.

Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils.

The KCSIE document makes clear that a child's welfare is paramount. For gender-questioning pupils, we create a space where they feel safe to express uncertainty without pressure to "decide"

Staff are alert to vulnerabilities (e.g. bullying, isolation, mental health concerns) and we follow safeguarding procedures if concerns arise (e.g. distress, self-harm risk, coercion)

In RSHE lessons we acknowledge that some people experience their gender differently and as a school, we avoid presenting any single pathway (e.g. transition) as inevitable or universally appropriate. Staff are trained to use phrases like "some people feel…" rather than definitive claims.

The KCSIE document expects factual, reliable education, therefore, we are clear about about biological sex, reproduction, and health and our curriculum distinguishes between biological sex and gender identity in an age-appropriate way.

At St John The Baptist Primary school we actively promote respectful discussion and boundaries by setting ground rules that promote and support no bullying, ridicule, or pressuring others, respect different viewpoints (including those based on religion or belief) and reinforce that disagreement must remain respectful (This directly supports safeguarding by reducing peer-on-peer abuse risks)

This keeps teaching aligned with safeguarding guidance by not steering pupils toward fixed conclusions.

External Partners

External partners may be invited to assist from time to time with the delivery of this programme. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

Before delivery of the session, we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

Links with other curriculum areas

We seek to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular: -

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

Engagement with parents and carers

We understand the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents/carers views are in shaping the curriculum.

We work closely with parents and carers by establishing open communication – all parents and carers are asked to engage in the development and delivery of the policy through some of the following:

- Questionnaires and surveys
- Meetings (parent workshops)
- Training /workshop sessions
- Newsletters and letters
- Website

Consultation will also take place with the wider school community e.g. governing body

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum (website)
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group (year group letters sent by class teacher)
- The legalities surrounding withdrawing their child from the subjects (withdrawal application form)
- The resources that will be used to support the curriculum (workshop)

Right to withdraw from sex education

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher and PSHE lead will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept following the completion of the withdrawal application form (End of policy)

The head teacher, class teacher or PSHE lead may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Staff training

All staff members will receive appropriate training if requested or highlighted as a need to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues. There will be planned staff meetings to discuss and inform staff about developments in RSHE.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

Bullying and Confidentiality

Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy and/or Anti-bullying policies.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons because of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

Monitoring and evaluating the policy

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader, headteacher and Governing body.
This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The school Governing Body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents/carers.	
Name of child	
Class	
Name of parent/carer	
Reasons for wish to withdraw child from Relationship, Sex Education.	
Any other information you would like school to consider.	
Date of request	
Signature of parent/carer	
To be completed by school	
Agreed actions from the discussion with parents / carers Include notes from the meeting	
Date of meeting with parents/carers	
Signature of Head Teacher, SENCO or PSHE lead.	