



St Peter's C of E Junior School
A place for all to flourish

Relationships, Sex and Health Education (RSHE) Policy

Last Reviewed:	May 2025
Review Frequency:	Every 4 years
Due for Review:	May 2029

1. Rationale and Ethos

From September 2020, Relationships and Health Education is compulsory for all pupils at St. Peter's Junior School. The DfE also continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As a school we wholeheartedly support the philosophy of Relationships, Sex and Health Education (RSHE) and believe it is best taught as part of our Personal, Social, Health and Economic education (PSHE) programme. Our programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

At St. Peter's, we comply with the relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, we will not unlawfully discriminate against pupils on grounds of their protected characteristics and we are committed to ensuring that RSHE is accessible for all pupils – this includes complying with the SEND Code of Practice.

We believe that RSHE should be approached in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

As a school we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them. At St. Peter's, we recognise and celebrate the faiths of all and our values reflect that.

At St Peter's we believe that all pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear. RSHE is at the heart of these beliefs.

2. Policy development process

This policy was formulated in consultation with the whole school community with input from:

- Members of staff – through regular agenda items at staff meetings;
- Governors – discussions at governors' meetings, training;
- Parents/carers – parents will be encouraged to contribute by taking part in written consultations;
- Children – pupils contribute to the development of the policy through class discussions and (COVID Permitting) in the annual policy review.

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

3. Working with parents/ carers

We believe that the role of parents in the development of their children's understanding about relationships is vital. As a result, we will work closely with parents when planning and delivering these subjects. We will ensure that parents know what will be taught and when as well as providing opportunities for parents to understand and ask questions about the school's approach. On request, class teachers will provide examples of the resources that they plan to use.

4. Parental rights to withdraw

At St. Peter's we are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

In accordance with statutory guidance, at St. Peter's we recognise that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the RSHE curriculum but they cannot withdraw from the statutory relationships education or from the parts of sex education included in the National Curriculum for Science.

Following receipt of such request, a relevant member of staff will directly discuss with the parent the benefits of receiving this important education, and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class, rather than what was directly said by the teacher. Should the withdrawal request be upheld, we will make reasonable adjustments and provide suitable learning opportunities for their child(ren) at this time.

5. Roles and responsibilities

As Head teacher, Mr Bradley has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Lead teacher (Mrs Greig) will take responsibility for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners;
- Implementing the policy and monitoring and assessing its effectiveness in practice;
- Ensuring evaluation takes place and that this informs policy review;
- Assessing and coordinating training and support for staff and parents/carers where appropriate;
- Managing all aspects of the RSHE programme developing curriculum materials where appropriate;
- Liaising with external agencies to deliver specific elements of the programme;
- Monitoring and quality assuring the programme to ensure continuity and progression within the spiral curriculum;
- Ensuring that this subject is fully represented at appropriate curriculum and pastoral meetings.

6. Aims and objectives

At St. Peter's the aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSHE will look at aspects of diversity in an inclusive and non-judgemental way.

7. Staff training

RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. St. Peter's 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.

8. Curriculum design

The RSHE curriculum is a spiral based curriculum, meaning that the objectives taught to each year group are age-appropriate and progressive, building upon previous learning and taking into account the age and maturity of the children. This means that topics are revisited in greater detail as children progress through school. It is taught through our PSHE curriculum which develops our key themes: Relationships, Living in the Wider World and Health & Wellbeing.

Statutory content will be embedded across our curriculum and may be taught through:

- Our PSHE curriculum which encompasses all statutory RSHE elements
- Our existing curriculum subjects (Physical Education, Science, Religious Education etc)
- Specific 'themed' days and weeks (Anti-Bullying Week/Mental Health and Wellbeing Week/Safety Days etc)
- External providers and visitors (e.g. NSPCC etc)

At St. Peter's we use 'The Christopher Winter Project', for all year groups when teaching RSHE. This project is accredited by the PSHE Association and ensures that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.

A general overview of what is taught and when can be seen below:

Year 3 Summer term	Valuing difference and staying safe Body differences Personal space Help and support
Year 4 Summer term	Growing up Changes What is puberty Healthy relationships

Year 5 Summer term	Puberty Talking about puberty The reproductive system Help and support
Year 6 Summer term	Puberty, Relationships and Reproduction Puberty and reproduction Communication in relationships Families, conception and pregnancy

The programme will be delivered to all pupils through:

- Teaching staff supported by a variety of professionals, including where appropriate, the school nurse, police etc., with expertise in specific topic areas.
- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- All teachers will endeavour to create a supportive environment for all pupils
- Pupils are regularly informed of who can offer confidential support
- Local data will be used to inform priorities for the school's RSHE programme – such as schools health profile

Our pupils will be supported with developing the following skills:

1. Communication – speaking and listening, including how to manage changing friendships, relationships and emotions;
2. Recognising and assessing potential risks;
3. Assertiveness;
4. Seeking help and support when required;
5. Informed decision making;
6. Self-respect and empathy for others;
7. Recognising and maximising a healthy lifestyle;
8. Managing conflict;
9. Discussion and group work.

By the time the pupils leave Year 6 at St. Peter's at the end of Key Stage 2 - through an effective and creative curriculum, they should know about:

- Families and people who care for them;
- Caring friendships;
- Respectful relationships;
- Online relationships;
- Being safe.

At St Peter's, pupils will be taught about the characteristics of good physical health and mental wellbeing, of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of Year 6, pupils should know about;

- Mental wellbeing;
- Online behaviour and safety;
- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol and tobacco;
- Health and prevention;
- Basic first aid;
- Changing adolescent body.

9. Managing difficult questions

It is possible that controversial issues may occur as part of RSHE. At St Peter's, any issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

10. Monitoring, evaluation and review

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Consultation with parents
- Consultation with pupils (through the school council)
- Consultation with staff (through staff meetings)
- Regular discussion with the governing body

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively

11. Confidentiality and child protection

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils' disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

12. Links with other policies

The RSHE policy should be read in conjunction with the following policies:

- Safeguarding;
- Peer on Peer Abuse Policy;
- Behaviour;
- Anti-bullying;
- Online safety;
- SEND;
- Inclusion;
- Equality and Diversity;
- Complaints Procedure.