



PSHE & RSHE (Relationships and Sex Education and Health Education) Policy

St Mary's C of E Primary School

St Mary's distinctive Christian vision '*to live, love and learn together in the light of the life of Christ*' shapes our approach to RSHE by grounding it in the belief that every child is uniquely created, valued and loved by God. Our teaching promotes dignity, respect and responsibility, encouraging pupils to develop healthy relationships rooted in compassion, forgiveness and mutual care. Guided by the call to "*live as children of light*".

RSHE at St Mary's nurtures the whole child, supporting their spiritual, moral, social and emotional growth within a safe, inclusive and caring environment. Through this lens, pupils learn not only the knowledge and skills needed for life in modern society, but also the Christian virtues that help them flourish as confident, thoughtful and responsible individuals.

1. Church of England Charter

We undertake to follow the principles in the [Church of England Charter for faith sensitive and inclusive relationships and sex education and health education \(RSHE\)](#). This is underpinned by two key biblical passages:

So, God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

Aims of Policy:

- Reflect the school's Church of England Status.
- Include the teachings of the Church of England on marriage and relationships, according to B30 of Holy Matrimony in the [Canons of the Church of England](#).
- Reflect and strengthen the school's distinctly Christian character.
- Take place within a school environment which enables pupils and adults to flourish.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, empathy and self-worth.
- Create a respectful culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop pupils age-appropriate understanding of healthy relationships including respect and consent.
- Safeguard adults and pupils.

Ensure RSHE meets the requirements of the Equalities Act 2010, safeguarding guidance and the SEND Code of Practice.

2. Policy Development

Governors must consult with parents in developing and reviewing their policy and are required to renew this policy at least every three years. The school will share RSHE materials with parents via portals or copies (with copyright limits) before content is taught, ensuring openness and proactive communication in advance of teaching.

3. Defining Non-Science Sex Education and the Nature of RSHE

At St Mary's, we draw a clear distinction between the statutory science curriculum, which covers the biological facts about human growth, puberty and reproduction, and non-science sex education, which refers to any teaching about human reproduction, conception or sexual relationships that goes beyond the factual, biological content required in science. Non-science sex education may include learning about how a baby is conceived or born, but this is always taught within an age-appropriate, values-led framework that supports pupils' understanding of healthy relationships, respect and personal responsibility. This distinction ensures that clear boundaries are maintained and that all teaching remains appropriate for primary-aged pupils.

RSHE at St Mary's involves a balanced combination of accurate information, essential life-skills development, and the exploration of personal and Christian values. Through discussion, reflection and guided learning, pupils are supported to understand themselves, value others and make thoughtful, informed choices as they grow.

We teach Relationships and Sex Education (RSE) in **Years 5 and/or 6** as part of our carefully planned, age-appropriate RSHE curriculum. This includes the statutory elements of Relationships Education and Health Education, alongside the non-statutory sex education content that we have chosen to deliver in upper Key Stage 2. Our approach ensures that pupils receive accurate, sensitive and developmentally appropriate teaching that prepares them for the changes of puberty and supports a confident, well-informed transition to secondary school.

DfE Guidance on Sex Education in Primary Schools

In line with Department for Education guidance, primary schools may choose to teach sex education in Years 5 and/or 6, particularly where it supports pupils' understanding of conception and birth, which form part of the national curriculum for science. The science curriculum requires pupils to learn about related areas such as the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals. Schools may also choose to teach aspects of human reproduction within the science curriculum; where this is included, it must be taught as a factual, biological description of conception, consistent with national curriculum expectations.

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

- RSHE is about the emotional, social, cultural, moral and spiritual development of pupils. It involves learning about families, caring friendships, respectful relationships, online relationships, being safe, mental wellbeing, physical health, healthy eating, drugs/alcohol/tobacco, health prevention, internet safety.
- Non-science sex education refers to any teaching about human reproduction, conception or sexual relationships that goes beyond the factual, biological content required in the national curriculum for science.
- Clear boundaries are maintained to ensure that all nonscience sex education remains age appropriate and does not extend beyond what is suitable for primary pupils.

- RSHE combines the sharing of accurate information with opportunities for pupils to explore feelings, values and the development of essential life skills.
- RSHE is not the promotion of sexual activity; it is designed to safeguard pupils, build confidence and support them in forming healthy, respectful relationships

Staff will follow the school's safeguarding and child protection procedures where a pupil makes a disclosure or raises a concern during RSHE lessons.

4. Outline of Subject Content, Delivery and Responsibilities

- **St Mary's delivers RSHE through the Jigsaw PSHE curriculum**, a whole school, progressive scheme of work that provides age-appropriate lessons across six units ("Puzzles"), including *Relationships* (Summer 1) and *Changing Me* (Summer 2). These units cover statutory Relationships Education and Health Education, alongside non statutory sex education in Years 5 and 6. In addition to the Jigsaw PSHE programme, St Mary's CE Primary School may deliver additional age-appropriate units and learning experiences in response to safeguarding needs identified within the school community. These may include, but are not limited to, personal safety, exploitation, grooming, county lines, gang involvement, unhealthy relationships, online safety and other emerging safeguarding issues. All additional content will be taught in an age-appropriate manner and will be consistent with Department for Education guidance, safeguarding requirements and the school's Christian vision and values.
- **Curriculum content, lesson overviews and resources are proactively shared with parents** in advance through the school website, parent portal and/or printed copies. Parents are informed of upcoming units, particularly *Changing Me*, to ensure transparency and partnership.
- **Relationships Education content** includes families and people who care for us, caring friendships, respectful relationships, online relationships and being safe. *Teaching will reflect current safeguarding guidance on online safety, including harmful content, misinformation, coercion, exploitation, inappropriate online contact and healthy online relationships.*
Health Education content includes mental wellbeing, physical health, healthy lifestyles, growing and changing, puberty, personal hygiene, and keeping safe.
- **Age appropriateness is ensured through Jigsaw's progressive structure**, which builds knowledge and skills year by year. Teachers review content annually and adapt delivery in consultation with parents/carers where needed, taking into account the needs, maturity and lived experiences of individual pupils and classes.
- **Where external agencies or visitors contribute to RSHE**, the school follows due diligence procedures to ensure that all materials, teaching approaches and messages align fully with St Mary's RSHE policy, the Jigsaw curriculum and the school's Christian ethos.
- **The religious background of all pupils is considered carefully** when planning and delivering RSHE. Teaching reflects the school's distinctive Christian vision and values, while respecting the diverse beliefs of families within the community.
- **St Mary's teaches the distinctive Christian perspective on relationships**, emphasising dignity, respect, compassion and responsibility. Balanced, sensitive discussion is facilitated where topics may be considered contentious, ensuring pupils learn to engage thoughtfully and respectfully.
- **RSHE is accessible to all pupils, including those with SEND**, reasonable adjustments will be made where necessary to ensure pupils with SEND can access the curriculum in a meaningful, age-appropriate and developmentally appropriate way. For example using: adapted resources, differentiated teaching, additional adult support and personalised approaches where required. Planning ensures that pupils with SEND are supported to develop independence, self-advocacy and the skills needed for adulthood.
- **The Early Years curriculum lays the foundations for RSHE**, particularly through Personal, Social and Emotional Development (PSED), where children learn about relationships, emotions, self-care, boundaries and keeping safe. These early skills support the progression into Jigsaw from Year 1 onwards.
- **The Jigsaw curriculum supports the aims of the RSHE policy** by providing structured opportunities for pupils to develop emotional literacy, resilience, self-respect, empathy and healthy relationships within a safe, nurturing and values-led environment. The curriculum is adapted where necessary to respond to local safeguarding concerns and emerging risks affecting children and young people, including those related to grooming, exploitation, gang involvement, county lines and online safety.

5. Monitoring and Evaluation of RSHE

- **RSHE at St Mary's is delivered through the Jigsaw PSHE curriculum**, with some elements taught discretely and others embedded within wider PSHE provision.
- The delivery and quality of RSHE are monitored by Sergio Gantes (RSHE/PSHE Lead) through a range of quality-assurance activities, including:
 - Regular planning reviews and scrutiny of lesson materials
 - Book looks and evidence sampling
 - Termly learning walks to observe teaching and ensure consistency
 - Staff feedback and reflective discussions
 - Monitoring of resources to ensure alignment with the school's Christian ethos and RSHE policy
- Class teachers monitor pupils' development in RSHE as part of the school's internal assessment systems. Teachers track pupils' understanding, emotional literacy, and personal development through observation, discussion, and recorded work.
- Parents and carers are consulted annually about RSHE content, delivery and policy updates. Consultation may include surveys, information sessions, access to Jigsaw materials, and opportunities to review the *Changing Me* unit in advance.
- Feedback from parents, pupils and staff informs ongoing evaluation, ensuring that the curriculum remains relevant, age-appropriate and responsive to the needs of the school community.
- The RSHE Lead reports regularly to senior leaders and governors, ensuring accountability and alignment with statutory requirements and the school's Christian vision.

6. The Governing Board

In line with the responsibilities of foundation governors to maintain and develop the school's Christian distinctiveness, and following consultation with parents, the Governing Board will approve and oversee this policy and the curriculum resources used to teach RSHE. The Governing Board will hold the headteacher to account for the intent, implementation, and impact of this policy.

The Governing Board will appoint a lead Governor for RSHE.

The Headteacher is responsible for ensuring the intent, implementation, and impact of this policy.

This includes:

- Embedding a whole school approach to RSHE in the school curriculum.
- Providing high quality training for teachers ensuring effective teaching.
- Keeping resources updated.
- Staying up to date with current themes.
- Ensuring dedicated curriculum time for RSHE.

The Headteacher will appoint a lead teacher for RSHE and ensure that staff who have concerns about the teaching of RSHE will have an opportunity to discuss these.

7. Parents Rights to Withdraw

Parents do not have the right to withdraw their children from statutory Relationships Education; however, they may request to withdraw their child from the non-statutory, non-science elements of sex education taught within RSHE. Any such request must be made in writing and addressed to the Headteacher so that it can be considered formally. Where a withdrawal is agreed, the pupil will be provided with appropriate alternative learning during these sessions, ensuring they continue to access a full and meaningful curriculum.

8. Policy renewal

The policy will also be reviewed annually, or sooner where changes to legislation, statutory guidance, diocesan guidance or local circumstances require.

Approved by Governing Body:

Date: September 2026

Review cycle: Annual (sooner if guidance changes)

Next review due: September 2027