St Andrew's CE Primary School

At St Andrew's we **BELIEVE** all God's children should flourish in every area of their lives. Our broad and balanced curriculum **INSPIRES** the whole child with their unique talents, encouraging them to develop self-respect and high aspirations. We help them to **ACHIEVE** their full potential through active and creative learning that will develop their knowledge, skills and understanding with our supportive community.

'With God all things are possible' (Matthew 19:26)

Relationships, Sex and Health Education Policy (RSHE)

Date approved March 2026

Date of review March 2027

Relationships Education, Relationships and Sex Education (RSE) and Health Education

This policy covers our school's approach to Relationships Education. It also covers Health Education and RSE and refers to PSHE as incorporating all of these. It has been produced by Mrs Spooner through consultation with the leadership team.

St Andrews uses the PSHE Association, the Goodness and Mercy resources https://goodnessandmercy.co.uk/ and the JIGSAW programme (https://jigsawpshe.online/welcome) to support the effective teaching of Relationships Education and Health Education. The PSHE Association Programme of Study for Personal, Social, Health and Economic (PSHE) Education has three strands (Health & Wellbeing, Relationships and Living in the Wider World). **Schools are expected to cover all three but it is mandatory for all schools to deliver Health Education and Relationships and Sex Education from 2020.** All schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). **Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education as well as links to Health Education.**

Rationale and Ethos

At St Andrew's we believe that Relationships Education/PSHE provides a vehicle for developing our children's attitudes, values and sensitivities towards others. We believe that through implementing an appropriately structured programme across the whole school we will enable children to both develop a positive sense of self as well as a respect and understanding for others. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We aim to support our children to develop resilience, to know how and when to ask for help, and to know where to access support.

Roles and responsibilities

The Relationships Education and PSHE programme will be led by the PSHE lead and the leadership team. The PSHE Lead will attend regular PSHE meetings and courses and feedback to the SLT and teachers appropriately. The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching elements are encouraged to discuss this with the head teacher/SLT/PSHE lead
- Staff will follow the school wide planned timetable of PSHE lessons

Pupils

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

Legislation (statutory regulations and guidance)
Revised Department for Education statutory guidance states that from September 2020, all schools must deliver **relationships education (in primary schools)**. This was published in June 2019 and updated December 2025.
It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Therefore, we aim to provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Documents and sources that inform the school's Relationships Education and RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- https://goodnessandmercy.co.uk/

Curriculum Design
Our Relationships Education and Health Education programme is an integral part of our whole school PSHE education provision.
This provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles
- know basic first aid
- internet safety - the updated guidance has a greater focus on online safety and wellbeing including gaming, scams and fraud, social media and age restrictions
- personal safety – has been added as statutory content - with an emphasis on recognising and reducing risk, in the context of fire and travel safety — for example around water, roads and railways
- grief and loss - new learning around change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently

Equalities and Safeguarding within the Curriculum
The Relationships Education programme at St Andrew's demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation

- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality

This policy reflects and is line with the schools' equality scheme and the school ensures that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.
Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Relationships Education strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support.

Relationships Education is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education. Many aspects of PSHE are taught throughout the year, whilst some specific age-related aspects are delivered. RSE is delivered by class teachers in mixed gender groups. PSHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios and discussions.

External agencies and visitors
External agencies can be invited to support the delivery of all aspects of PSHE. These may include: the school nurse, the NSPCC and the police. External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Safe and effective practice
Staff are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Engaging Parents
The school is committed to working with parents and believes that it is important to have the support of parents. Effective methods to communicate are through the school website, Facebook page and weekly newsletters. Parents are invited to view this policy. ***Parents do not have the right to withdraw their children from all, or part of the RSE curriculum as teachers will not be teaching RSE that is outside of the science curriculum. If for any reason teachers feel it is necessary to discuss areas outside of the science curriculum with children, parents will be informed and would have the right to withdraw.***

Monitoring, Reporting and Evaluation
Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning, quotes from children and observation. At the end of the year, each year group reviews the programme they have implemented and passes on any comments to the lead

as part of the monitoring cycle. This policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents.

Links to other policies and advice

- Behaviour Policy – including anti-bullying policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Equality scheme

- Relationship and Sex Education Guidance – DfE

Review of policy

This policy is reviewed annually and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.