

St Mary's C of E Primary School



Relationships and Sex Education (RSE) and Health Education Policy

Committee responsible	Pupil Progress
Approval required by	Full Governing Body
Statutory or Recommended	Statutory
Frequency of review	annual
Date approved	April 2025
Date of next review	April 2026
Display on website	Yes
Link with other policies	Safeguarding and Child Protection
Signed by the Chair Of Governors:	Joseph Al-Khalili
Signed by the Headteacher:	Emmeline Lawlor

St Mary's Primary School, Church Lane, Chessington, KT9 2DH

<https://www.stmaryschessington.co.uk>

Our Core Purpose

We aim to provide a safe and nurturing environment, based on Christian values, where all feel happy, safe and valued. We ensure that all are motivated, engaged and supported in becoming the best possible version of themselves.

Aims for RSE – Our Intent

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the school and wider community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own value, work collaboratively and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At St Mary's C of E Primary School, Relationships and Sex education (RSE) is embedded in our wider approaches to the School Curriculum. RSE sits within the areas of Science and personal, social, cultural, spiritual and emotional education. As a Church of England School, our RSE curriculum aims to...

Honour and welcome all family make ups represented within our school community.

Educate our children about the variety of family make ups which exist.

Promote healthy and resilient relationships based on our school values of kindness, respect and perseverance.

Materials provided by the PSHE Association are used as a tool to deliver these aspects of the curriculum and teachers in UKS2 will also work alongside the school health team.

What is RSE and what are the Current RSE requirements?

Relationships and Sex education teaching is in place to ensure that through high quality, evidence-based and age-appropriate teaching we can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. (Department For Education- Relationships education, relationships and sex education (RSE) and Health education)

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'

DfE Guidance on Relationships Education, Sex Education and Health Education 2019

RSE and statutory duties in school:

Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools. Health Education is also compulsory in all state-funded schools. All state-funded schools must pay due regard to the Government guidance on Sex and Relationships Education, currently this is the DfE guidance published in 2000. The guidance recommends that schools teach the broader

subject of sex and relationships education - and advise that this be taught as part of personal, social and health education (PSHE).

In PRIMARY schools - RELATIONSHIPS EDUCATION and HEALTH EDUCATION IS COMPULSORY but Sex Education is at school's discretion.

Primary relationships education should include;

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

Primary health education should include;

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Maintained primary and secondary schools must follow the National Curriculum, which includes some aspects of sex education in Science. The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils...drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born'.

Statutory guidance can be found in the Relationships education, relationships and sex education (RSHE) and health education section of the Department for Education site. This in the link below:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education>

The new curriculum was mandatory from September 2020.

Guidance for schools and governors also can be found on the DfE website- Sex and Relationship Education Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

As a Church of England School

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

In St Mary's c of E Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

9 The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Ofsted's Education Inspection Framework (May 2019)

Judgements are based on four key areas and the PSHE and RSHE curriculum and requirements fit firmly in these...

1. Quality of education
2. Behaviour and attitude
3. Personal development
4. Leadership and management

Curriculum content

The PSHE Association programme is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to help, protect and promote the welfare of children, December 2023) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

The programme of study covers the breadth of PSHE, including the statutory requirements for Relationships Education, RSE and Health Education. Learning opportunities are spread across three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Each year pupils will experience learning opportunities within the same theme at the same time, but these are built on each year as pupils move through primary school to ensure progression and a more developed understanding.

Autumn Term

- Families and friendships
- Safe relationships
- Respecting ourselves and others

Spring Term

- Belonging to a community
- Media literacy and digital resilience
- Money and work

Summer Term

- Physical health and mental wellbeing
- Growing and changing
- Keeping safe

Definition of Sex Education

At St Mary's CofE Primary School we define sex education as 'Human reproduction – sexual intercourse, conception, pregnancy and birth.

Sex education is delivered in UKS2 in partnership with the school health team.

An overview of the themes covered in each year group can be seen below and is available on the school website.

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

At St Mary's CofE Primary School we work in partnership with the School Health Team to draw on their expertise in delivering aspects of RSHE in years 5&6. The content of these lessons cover puberty changes (emotional and physical), health, hygiene and friendships and relationships (different types, features of good relationships and consent) how a baby is made, romantic relationship scenarios and a brief discussion regarding sexual relationships.

Inclusion

When planning, teachers should consider the most effective ways to support children with SEND and EAL and where necessary refer to the relevant policies.

When progress falls significantly outside the expected range, the child may have special educational needs or be identified as gifted or talented. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn most effectively. This ensures that our teaching is matched to the child's needs.

If a child is identified as having special educational needs intervention through SEND or an EHCP then their PSHE/RSHE provision will be supported and differentiated accordingly in order to overcome any barriers to accessing the teaching and learning opportunities.

Monitoring

The RSHE/PSHE team made up of the lead and a governing body representative review the RSE policy on an annual basis. We give serious consideration to any comments from parents about the sex education programme, and make a record of all such comments. Governors scrutinise materials to check they are in accordance with the school's ethos. The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

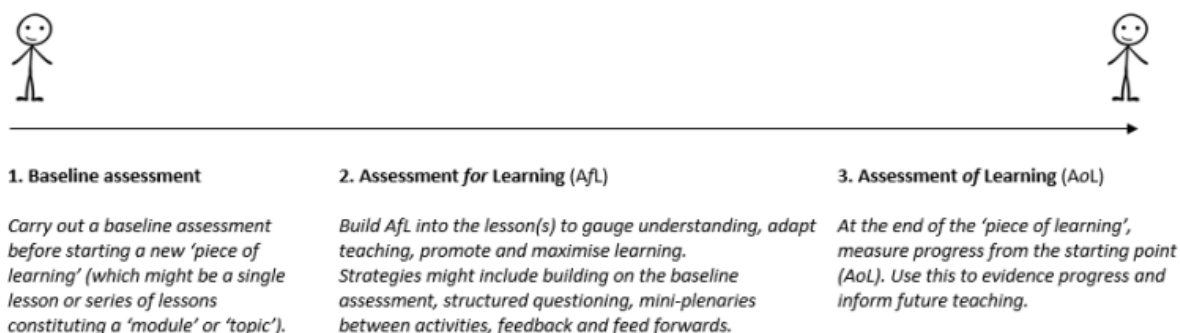
Pupil and teacher evaluation of the content and learning processes

Staff meetings to review and share experience

Assessment

Assessment refers to gauging what has been learned and what still needs to be learned and is as central to effective teaching and learning in PSHE education as it is in any other subject.

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. It would be inappropriate for assessment in PSHE education to be about grades or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lessons. This gives us the following model for assessing learning in PSHE education:



Equal Opportunities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b)

Parents' Right of Withdrawal

We are committed to ensuring that all parents are provided with the opportunity to become fully aware of what is being taught in school and all parents are invited to attend an annual information session to support their understanding and provide an opportunity to ask questions.

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school, except for those parts included in statutory National Curriculum Science. There is no right to withdraw children from Relationships Education or Health Education. Those parents/carers wishing to exercise their right to withdraw their child from sex education are invited in to see the Headteacher and/or RSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSHE programme until the request for withdrawal has been removed. Our materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSHE to their children at home.

Links to Other Policies and Curriculum Areas

We recognise the clear link between PSHE/ RSE and the following policies and staff are aware of the need to refer to these policies when appropriate:

1. Science curriculum
2. Teaching and Learning Policy
3. Equal Opportunities Policy
4. Keeping Children Safe (Child Protection) Policy

Training and support for staff

All staff have access to training through our PSHE Association membership in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Appendix 1 [Permission to discuss leaflet for parents and carers \(Diocese of Guildford\)](#)

Appendix 2 [Permission to discuss A guide for parents and carers \(Diocese of Guildford\)](#)