

Leigh St Peter's CE Primary School



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

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Our Christian Vision is:

*"Let Your **LIGHT** Shine" Matthew 5:16*

Vision & Values:

Our Christian Vision is to provide a happy, safe, and caring high quality learning environment where all members of the school community have the opportunity to flourish; 'living life in all its fullness'. Our Christian Values have been developed in line with everyone who is invested in our school community: its pupils, parents', staff, and governors and we aim to ensure that these Christian Values are at the heart of everything we do at Leigh St Peter's CE Primary School.

Our Aims and Key Principles

Relationships, sex and health education (RSHE) are essential for all pupils' development. As a Church of England school, we provide a faith-sensitive and inclusive approach, supporting pupils' physical, emotional, spiritual and moral growth. Our aim is to help pupils respect themselves and others, make responsible decisions and navigate adolescence with confidence, while complying with the Equality Act 2010.

High-quality RSHE fosters safe, supportive school communities and equips pupils with accurate knowledge about the human body, healthy relationships and safety online and offline. At our school, RSHE is delivered mainly through the SCARF programme of study, which offers a broad and progressive scheme of work. Our programme encourages positive, respectful and non-exploitative relationships and promotes Christian maturity.

RSHE at our school is guided by Church teaching and presented positively, reflecting the dignity of the human person.

Our RSHE programme aims to:

- Develop pupils' knowledge and skills to build healthy, respectful relationships.
- Support emotional wellbeing and self-confidence.
- Provide age-appropriate information about puberty and managing physical changes.
- Teach pupils the medically accurate names for body parts, including genitalia, in an age-appropriate way to promote health, safeguarding and effective communication.
- Teach pupils how to stay safe online and offline.
- Promote respect for self and others in line with Christian values.
- Prepare pupils for secondary transition through planned, sensitive sessions.

Relevant Legislation and Compliance

The delivery of RSHE at this school is guided by:

- The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for England.
- The Children and Social Work Act 2017 duties for Relationships and Health Education.
- The Equality Act 2010, ensuring inclusive practice and respect for diversity.
- Church of England guidance on faith-sensitive, inclusive RSHE approaches.

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, keeping safe, diversity and personal identity (as a community as well as online).

- RSHE sits alongside Health Education.
- RSHE involves a combination of sharing information and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

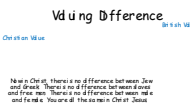
Content and Delivery of Relationships and Sex Education Policy (RSE) and Health Education

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RSHE as part of the PSHE curriculum using the SCARF scheme of work, which is structured into six themed units that are taught progressively across the year groups. These themes are: Me and My Relationships; Valuing Difference; Keeping Safe; Rights and Respect; Being My Best; Growing and Changing. The programme ensures that learning is age-appropriate, relevant and builds year on year. The content covers all statutory aspects of Relationships Education and Health Education.

Health Education is delivered across all year groups through the SCARF programme, covering mental wellbeing, physical health and fitness, healthy eating, drugs, alcohol and tobacco, basic first aid, and health and prevention. Online safety education also includes age-appropriate learning about responsible online behaviour, digital footprints, image sharing, artificial intelligence (AI)-generated content, misinformation, online coercion and how to seek help if pupils encounter harmful or inappropriate material online.

Health Education also includes age-appropriate learning about personal safety, including road safety, rail safety, water safety and recognising everyday risks both in the community and online. Pupils are supported to understand change, loss and bereavement in an age-appropriate and sensitive way, recognising that children may experience these events differently. A full curriculum map is available on request.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	 Me and My Relationships Character: Wilson Be ready: Wilson Listen your father and mother. Love your neighbour as you love yourself. Matthew 22:39	 Valuing Difference Character: Wilson Be ready: Wilson Now is Christ, there is no difference between Jew and Greek. There is no difference between slave and free man. There is no difference between male and female. You are all the same in Christ Jesus. Galatians 3:28	 Keeping Safe Character: Wilson Be ready: Wilson Do not be weary, because I will visit you. But if you do, I will not come. But I will support you with my right hand. I will not let you fall. I will support you with my right hand. I will not let you fall. Isaiah 41:10	 Rights and Respect Character: Wilson Be ready: Wilson Each of us has a right to be treated with respect. Each person has a right to be treated with respect. Each person has a right to be treated with respect. Each person has a right to be treated with respect. Matthew 22:39	 Being my Best Character: Wilson Be ready: Wilson Do all that you were told to do. Do all that you were told to do. Do all that you were told to do. Do all that you were told to do. Matthew 22:39	 Growing and Changing Character: Wilson Be ready: Wilson Do all that you were told to do. Do all that you were told to do. Do all that you were told to do. Do all that you were told to do. Matthew 22:39

EYFS	What makes me special People close to me Getting help	Similarities and differences Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and differences
Year 1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating differences Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self -regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self -regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Year 3	Cooperation Online rules & restrictions Online behaviours Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community Bullying, including online	Managing risk Decision -making skills Drugs and their risks Staying safe online Digital Literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Changing bodies and puberty Keeping safe Safe and unsafe secrets Relationships including online
Year 4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk including online Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Year 5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Critical digital awareness Online Bullying & Self Esteem	Online safety Bullying including online Norms around use of legal drugs (tobacco, alcohol) Decision -making skills	My health rights, respect & duties relating to my health Making a difference Decisions about lending, borrowing and spending Media manipulation Artificial Intelligence	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Year 6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and	Understanding emotional needs Staying safe online Digital Footprint	Understanding media bias, including social media	Aspirations and goal setting Managing risk Wellbeing	Coping with changes Keeping safe including online AI / Deep Fakes

RSHE lessons are delivered by class teachers, who know the pupils best and can respond to their needs sensitively. Lessons are interactive, using discussions, circle time, scenarios, stories, role play and activities which promote reflection and critical thinking. We also invite external visitors, HH Kids, into school in Years 5 & 6. External visitors enhance and complement the school's RSHE curriculum but do not replace the school's responsibility for delivering Relationships, Sex and Health Education. A member of school staff will always be present during sessions delivered by external providers.

All staff delivering RSHE receive appropriate training, coordinated by the PSHE lead. This includes safeguarding within RSHE, handling sensitive disclosures, and keeping content current with statutory guidance. Staff who find RSHE content personally difficult are supported to speak to their line manager before lessons begin.

In Year 5, pupils receive a separate boy and girl lesson preparing pupils for puberty. Where a pupil does not identify with either the boys or girls' group, the school will work sensitively and individually with the pupil and their parent/carer to determine the most appropriate arrangement, with the pupil's wellbeing and dignity as the priority.

In Year 6, pupils receive four lessons that include a joint introductory lesson, a boy only lesson, a girl only lesson and a joint concluding lesson following on from the puberty lessons taught in Year 5. Parents are fully informed before these lessons take place and are invited in for a parent/carer awareness session prior to the lesson delivery.

We recognise that questions may arise outside of planned lessons. Teachers respond to these in an age-appropriate and sensitive way, ensuring that children receive accurate and responsible information.

Parents and carers will be informed in advance of any deviation from the published RSE policy and will have the opportunity to view or request relevant lesson materials. This ensures transparency, supports home–school discussions and allows families to prepare for or reinforce the topics being taught in RSE lessons.

How PSHE education is monitored, evaluated and assessed

We use two methods of monitoring and assessing learning within PSHE at Leigh St Peter's:

SCARF Progress

For each of the six units we carry out a specially designed pre-and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This allows both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

SCARF Success

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

The PSHE lead and Headteacher will monitor the quality of RSHE through lesson observations, curriculum reviews, pupil voice and staff feedback. The Governing Body will receive regular reports on the implementation and effectiveness of the RSHE curriculum and ensure statutory requirements continue to be met.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Be aware of the physical and emotional changes they will experience as they move into adulthood
- Develop an understanding about the way living things reproduce
- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage
- Pupils are taught that families take many forms and that all families deserve respect and dignity. This includes families with same-sex parents, single parents, adoptive parents and other caring arrangements, reflecting both our Christian values of love and inclusion and the requirements of the Equality Act 2010.
- Form healthy and positive relationships within family, friends and the wider community
- Understand the importance of personal boundaries, bodily autonomy and consent in everyday situations, including respecting another person's right to say "no" and recognising when to seek help
- Be able to make reasoned and well-informed judgments about moral issues that involve attitudes towards gender, sexuality and relationships. This will enable them to reflect upon their own beliefs, attitudes and values to combat social injustice
- Are supported to develop the skills they need to leave school as healthy and well-rounded individuals with a respect and appreciation for their own beliefs and morals as well as those of others

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The protected characteristics are:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Pupils are taught about biological sex and that gender reassignment is a protected characteristic under the Equality Act 2010. This is addressed in an age-appropriate way. Where questions arise about gender identity, staff will teach the relevant facts about biological sex, the law and protected characteristics in an age-appropriate manner. The school will not present contested views as established fact and will follow current Department for Education guidance.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSHE programme is inclusive and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

The PSHE lead, in collaboration with the SENCO, ensures RSHE content is adapted for pupils with SEND. This may include adapted resources, smaller group delivery, or additional adult support. Parents of pupils with SEND are encouraged to contact the school ahead of RSHE units to discuss their child's needs.'

Teachers will understand that they may need to adapt their planning of work and teaching methods to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school will implement a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RSHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or a member of the senior leadership team to discuss this.

Confidentiality and Visitors

Pupils are informed at the start of RSHE lessons that staff cannot promise complete confidentiality if a disclosure indicates a risk to the pupil or others. Staff will explain that any safeguarding concerns must be reported to the Designated Safeguarding Lead (DSL) or safeguarding team. Visitors or external professionals supporting RSHE lessons (HH Kids) will be briefed in advance on the school's safeguarding procedures and are required to follow the same reporting and confidentiality protocols as school staff, ensuring that all disclosures are handled appropriately and in line with the school's Child Protection and Safeguarding Policy.

Safeguarding and Reporting Concerns

During RSE lessons, pupils may disclose personal information or raise issues that indicate a safeguarding concern. All staff delivering RSE are trained to respond sensitively, listen without judgment, and reassure pupils that they will be supported. Any safeguarding concerns or disclosures must be reported immediately to the Designated Safeguarding Lead (DSL) or a member of the safeguarding team in accordance with the school's Child Protection and Safeguarding Policy. Staff must follow the school's reporting procedures, maintain confidentiality as appropriate, and ensure the pupil's safety and wellbeing are always the priority.

Right of Withdrawal

Parents may only request withdrawal from sex education content that goes beyond the statutory Relationships Education and Health Education requirements. Withdrawal from statutory Relationships Education or Health Education is not permitted. The school will clearly communicate which specific sessions are within the withdrawable sex education content. Children and Social Work Act 2017 - s.34–35

At Leigh St Peter's, we strongly believe that all children should have access to our sex education programme. All parents of children in Years 5 and 6 will be notified by letter which will explain when the lessons will be taught and outlines the parental right of withdrawal. Parents/carers will also be invited in for a parent/carer awareness session.

If a parent/carer wishes to withdraw their child from Sex Education lessons, then they must inform the school in writing at least two weeks prior to the lesson taking place in order that alternative arrangements can be made for the child's education.

Upon receiving a letter requesting a child be withdrawn, school will make arrangements to discuss this further with parents/carers in relation to the school recommendations for children taking part wherever possible. Copies of the letter and a log of the discussion will be recorded on CPOMS.

Working with Parents & Carers

Consultation with Parents

Resources used to teach the relationship and health education aspects of PHSE (SCARF) can be seen by parents/carers in school by making a request to a member of the Senior Leadership Team.

Parents and carers may request to view teaching resources at any point during the academic year and are encouraged to discuss any questions or concerns with the school.

Sex education letters to parents/carers of children in Year 5 and 6 will include an invitation for parents/carer to come into school to discuss the content of the lessons and view the resources to be used if they wish.

This policy has been developed in consultation with the Governing Body, school staff, parents and pupils to ensure it meets the needs of our whole school community. It has been formally approved by the Headteacher and the Governing Board.

Complaints

Any concerns regarding the school's Relationships, Sex and Health Education curriculum should initially be discussed with the Headteacher. If concerns cannot be resolved informally, parents and carers may follow the school's Complaints Policy.

Related Policies

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Complaints Policy
- PSHE Policy

The policy will be reviewed annually to ensure it remains up to date with statutory guidance, best practice and the evolving needs of our pupils.