

PSJP13

Penistone St John's Primary School

RSHE Policy



Approved by:

Governors

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St John The Baptist Church of England Primary School

“To become the best versions of ourselves through the shared Christian values of Love, Honesty, Faithfulness, Kindness and Forgiveness “For God did not give us a spirit of timidity, but a spirit of power, love and self-discipline.” (Timothy 1:7). So, by ‘working together in friendship and faith, learning for life’ we thrive as ‘I can do everything through Him who gives me strength’ (Philippians 4:13)”

					
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Definition

Relationships, Sex and Health Education (RSHE) is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge and skills they need to manage the opportunities and challenges of modern Britain. Through RSHE, children learn about healthy relationships, diversity, respect, healthy lifestyles, online and offline safety, the body and how it changes, reproduction and birth in a sensitive, factual and age-appropriate way. This provides the foundation of knowledge and skills that will continue to develop throughout secondary education and into adult life. Our key aim in providing RSHE is to safeguard our pupils by equipping them with the knowledge, understanding and confidence to make informed, safe and healthy choices. **The school delivers RSHE in accordance with the statutory Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (September 2026).** Pupils will learn key knowledge and skills to help keep themselves safe and prepare them for adult life.

Sex Education for primary-aged pupils is not compulsory. However, at Penistone St John's, we ensure that any non-statutory sex education programme is age appropriate, evidence informed and tailored to the physical, emotional and developmental maturity of our pupils. The policy is shared with staff, governors, parents and carers and is reviewed regularly.

Parents have the right to request that their child be withdrawn from the non-statutory sex education elements of the curriculum. There is no right to withdraw from Relationships Education, Health Education or the statutory National Curriculum for Science, including teaching about puberty, human development and reproduction.

Where topics relating to human development, puberty and reproduction are taught, staff will use accurate scientific vocabulary and present factual, evidence-based information in an age-appropriate manner. Where biological sex is relevant to health, puberty or reproduction, this will be taught clearly and accurately whilst maintaining respect for all pupils and families.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education). In addition, pupils will develop an understanding of healthy friendships, respectful relationships, personal boundaries, consent in everyday situations, recognising unsafe situations, seeking support from trusted adults and understanding how to keep themselves safe both online and offline.

Key Objectives:

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills in assessing risk, making safe and informed decisions, recognizing unsafe situations (including online) and knowing when and how to seek help from trusted adults
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and responsibly, recognising both the opportunities and risks associated with digital technology, including social media, online communication, image sharing, artificial intelligence, misinformation and inappropriate online content
- Develop pupils' understanding of respectful relationships, personal boundaries, bodily autonomy and the importance of treating themselves and others with dignity and respect.

The RSHE programme is based on the needs of pupils in order to support learning outcomes appropriate to their age, ability and level of maturity. Teaching will be planned to ensure that learning is age-appropriate, evidence-informed and responsive to the needs of all pupils. Pupils will be encouraged to appreciate diversity, respect themselves and others, develop empathy and understand the importance of treating everyone with dignity and respect.

The National Curriculum:

RSHE will be taught in every year group through a planned, progressive curriculum that builds pupils' knowledge, understanding and skills year on year. The curriculum is age-appropriate, evidence-informed and reflects the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science. Parents and carers will be informed annually about the content to be taught and will have access to curriculum information and resources.

The curriculum will ensure coverage of the following core elements:

- 1. Knowledge and Understanding**
- 2. Personal and Social Skills**
- 3. Attitudes and Values**

To support this, we use the latest PSHE Association Programme of Study to complement the statutory Department for Education guidance. The curriculum is organised into three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

These themes are revisited throughout primary school to enable pupils to build knowledge progressively and make meaningful links between different aspects of their learning.

Aspects of Coverage/Concepts

The following aspects and concepts are taught in line with the statutory Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (September 2026) and the National Curriculum.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

We work to carefully planned learning objectives in each year group that support the statutory outcomes outlined in the Department for Education guidance and the school's planned RSHE curriculum. See Appendix 1 for an overview of the learning outcomes for each year group.

In addition to Relationships and Health Education, sex education is taught in year Year 6. Parents are encouraged to discuss any concerns or questions they may have around this with the Year 6 teachers or RSHE leads. Parents are able to withdraw their child from this learning if they choose to. (see 'Parents' section below).

Implementation:

We deliver our RSHE curriculum through a range of approaches within the school day. These include:

- Daily Assemblies
- Picture News Assemblies
- A weekly RSHE lesson
- Science Lessons
- RE lessons
- PE Health Units
- ICT Online Safety Discussions
- Whole school theme days
- Discretely throughout the curriculum.

Since RSHE incorporates the development of self-esteem, respectful relationships and personal wellbeing, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground, educational visits and the wider school community. All staff have

a responsibility to model respectful behaviour, uphold the school's values and contribute to creating a safe, inclusive and supportive environment in which pupils feel valued and able to learn.

Teaching will be responsive to pupils' questions and emerging issues where appropriate. Staff will ensure that any additional learning remains age-appropriate, factually accurate and consistent with the school's safeguarding responsibilities and statutory guidance.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. Teaching will be rooted in factual, evidence-informed education and delivered in accordance with statutory guidance. Staff will present information in a balanced, objective and age-appropriate manner, ensuring that pupils receive accurate information while recognising that families and communities may hold a range of beliefs and values. Teachers and all those contributing to RSHE will work within the agreed values of this policy and will not promote personal opinions or political viewpoints.

Within RSHE, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and age-appropriate sex education. They will also develop the knowledge and skills needed to recognise healthy and unhealthy behaviours, understand personal boundaries, seek help when needed and make informed decisions. To achieve this, a range of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.
- Using accurate scientific vocabulary and correcting misconceptions where appropriate.
- Creating opportunities for pupils to ask questions safely while ensuring responses are factual, age-appropriate and consistent with safeguarding procedures.

Equality, Inclusion and Support

Relationships and RSHE are delivered in accordance with the Equality Act 2010 and the Public Sector Equality Duty to ensure that pupils with protected characteristics do not experience discrimination. The curriculum promotes equality, inclusion, dignity and respect for all. Where appropriate, positive action may be taken to address disadvantage experienced by particular groups of pupils in accordance with the Equality Act 2010.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance, kindness and understanding. We foster an environment where all pupils feel safe, valued and respected, and where discrimination, prejudice and bullying are challenged.

We do not discriminate against pupils because of any protected characteristic as defined by the Equality Act 2010. Where there is an identified need, we may take positive action through our planning and delivery of RSHE to address disadvantage and ensure all pupils can access the curriculum successfully.

RSHE will be accessible to all pupils regardless of their background or protected characteristics. Through the delivery of RSHE, teachers will challenge harmful stereotypes, promote equality of opportunity and ensure that all pupils receive information that is relevant to their stage of development and individual needs. Where teaching refers to biological sex in the context of health, puberty or reproduction, this will be presented accurately using appropriate scientific terminology.

There are many different faith, cultural and family perspectives on aspects of RSHE. We deliver RSHE in a factual, balanced and non-judgemental way. Teachers will not promote one viewpoint over another but will ensure that teaching reflects the law, is evidence-informed and enables pupils to understand and respect different beliefs while recognising the difference between fact, belief and opinion.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at St Johns fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of high-quality, age-appropriate resources that reflect the diversity of both the Penistone community and wider British society. Resources will support factual, inclusive and respectful teaching and will be reviewed regularly to ensure they remain appropriate and consistent with statutory guidance.

A range of family structures, including families with LGBTQ+ parents or carers, will be explored as part of Relationships Education where appropriate and in line with statutory guidance. Teaching will be age appropriate, factual and respectful, ensuring that every child, regardless of their family background or circumstances, feels included and represented. Resources will reflect both the Penistone community and wider British society where appropriate.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individual pupils. For some children, particularly those with special educational needs and disabilities (SEND), a tailored approach may be necessary to ensure learning outcomes are met. Adaptations will be made where appropriate to enable all pupils to access the curriculum whilst maintaining high expectations. Where necessary, this will be discussed with parents/carers and based upon the individual needs of the pupil prior to teaching.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences or other circumstances that may affect their ability to engage with aspects of RSHE. Staff will be sensitive to individual needs and work closely with parents/carers and, where appropriate, other professionals to ensure pupils can access the curriculum in a safe and supportive manner whilst fulfilling statutory requirements.

Safe Learning in RSHE

It is important that all pupils feel safe, respected and able to participate in RSHE lessons. Teachers will establish a positive learning environment where pupils understand the expectations for respectful discussion and know that questions will be treated sensitively and appropriately. A range of teaching strategies will be used to support the participation of all pupils.

As with any topic, pupils may ask questions during RSHE to further their understanding. Due to the sensitive nature of the subject, teachers will answer questions in a factual, balanced and age-appropriate manner using accurate scientific vocabulary where appropriate. If a question falls outside the planned curriculum or is not appropriate for the whole class, the teacher will respond in accordance with the school's safeguarding procedures and professional judgement.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant St Johns procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.
- If a question relates to a safeguarding concern or indicates that a pupil may be at risk of harm, staff will follow the school's Safeguarding and Child Protection Policy immediately.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This may indicate that additional clarification or future curriculum development is required. Such feedback will be shared with the RSHE Leader as part of the school's monitoring and evaluation process to ensure that the curriculum continues to meet pupils' needs whilst remaining consistent with statutory guidance.

External speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked
- Ensure that all resources and materials used by external speakers are age-appropriate, factually accurate and consistent with the school's RSHE policy and statutory guidance

Staff Training

All staff delivering RSHE will receive appropriate training and be familiar with this policy and current statutory guidance. Training will be reviewed regularly to ensure staff remain confident in delivering an age-appropriate, evidence-informed curriculum and in responding appropriately to safeguarding concerns. Where a staff member has additional professional development needs, these will be supported through mentoring, team teaching, observations or attendance at internal or external training.

Assessment and Review

Teachers use a range of age-appropriate assessment strategies to monitor pupils' progress towards the intended learning outcomes. These may include discussion, pupil voice, self-assessment, peer assessment and recorded work where appropriate. The school will monitor the quality of RSHE teaching and pupils' progress through lesson observations, curriculum monitoring and pupil feedback. The effectiveness of the RSHE curriculum will be reviewed regularly and reported to governors as part of the school's monitoring cycle.

The Role of Parents

RSHE is a partnership between the St Johns and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the St Johns is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our St Johns through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents and carers about the school's RSHE policy, curriculum and teaching arrangements through the school website, newsletters, curriculum information and parent information events.
- The curriculum content and organisation is shared and explained (knowledge organisers / explanation of what is covered and when)
- Provide opportunities for parents and carers to view curriculum resources and ask questions before statutory sex education is taught
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the St Johns
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact PSHE Leads as detailed above.

Right to withdraw from Sex Education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents are encouraged to discuss any concerns or questions they may have delivery of Sex Education with the Year 6 teachers or RSHE leads. Any parent wishing to exercise this right should initially contact the Headteacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

Resources

As with all curriculum subjects, a range of high-quality, age-appropriate and evidence-informed resources are used to support the delivery of RSHE. Resources are carefully selected to meet the intended learning outcomes, reflect statutory guidance and support inclusive, factual teaching. Parents and carers are invited annually to review these resources and are welcome to discuss them with the school at any time.

We hold a parents meeting each year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. If you would like to discuss any of the resources in more detail please contact the PSHE leads as detailed above.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that they cannot offer unconditional confidentiality. Pupils will be supported to understand that, if information is shared which indicates that they or another person may be at risk of harm, staff have a duty to follow the school's safeguarding procedures. Wherever appropriate, pupils will be informed before information is shared and will be supported throughout the process.

Teachers recognise that effective RSHE may lead to the disclosure of a safeguarding concern. All staff delivering RSHE will remain alert to signs of abuse, neglect, exploitation, harmful sexual behaviour, coercion or grooming and will report any concerns immediately to the Designated Safeguarding Lead in accordance with the school's Safeguarding and Child Protection Policy. Any disclosure involving a primary-aged child will be managed sensitively and in line with local safeguarding procedures.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in the Year 5 and 6 toilets. (However, can be placed where needed).
- Pupils can access sanitary products, if required, from the KS2 school office. They are also located in each Y5 and Y6 store cupboards and children know they are readily available if needed.
- For those experiencing period poverty free sanitary protection can be accessed, if required, from the KS2 school office.

When a pupil starts menstruating at St Johns, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in

years 5 and 6. If your child has difficulties managing their periods, please contact PSHE leads (as detailed above) for support.

The Role of the Headteacher

It is the responsibility of the Headteacher, with the support of RSHE leads, to ensure:

- That parents and staff are informed about the RSHE policy.
- The policy is implemented effectively.
- The RSHE curriculum remains compliant with current statutory guidance and is reviewed regularly in consultation with governors, staff, pupils and parents/carers
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following policies:

- . *Anti-bullying*
- . *Healthy eating*
- . *Religious Education*
- . *Science*
- . *Safeguarding*
- . *Equality*
- . *Health and Safety*
- . *SMSC*
- . *British Values*
- . *Curriculum*
- . *Complaints*
- . *Online Safety*

Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the St Johns website.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	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
Year 1	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
Year 2	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
Year 3	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
Year 4	Positive friendships; including online	Responding to hurtful behaviour; managing confidently; 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
Year 5	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
Year 6	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