

St John the Evangelist C of E Primary School

RSE Policy 2026

**"The only thing that matters is faith expressing itself through love."
(Galatians 5:6)**

"Following Jesus' example, we seek to grow good people who are ready to make a difference to the world around them."

Our school vision guides everything we do at St John's. The best way to experience it is to come and see for yourself and visit the school. We would be more than happy to show you around.

We asked our most important part of the school community, the children, about our school vision and they said:

"The Bible verse is important because it shows that we're a Christian school."

"The vision reminds us that it doesn't matter what people think about us because we are ALL important and we ALL have so much to offer to the world."

At St John's, we place high importance on our Christian Values.

Our core Christian Values are: **Faith, Love and Hope.**

Our values help us to live good lives, unlock our potential and give us strength to be the loving and respectful community that makes our school such a special place to be.

**"Teach a child how he should live and he will remember it all his life."
(Proverbs 22:6)**

Definition of RSE:

At St. John's we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal, physical, social, moral, cultural and emotional development, health and wellbeing. RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and friendships. It will include understanding the importance of stable and loving relationships, respect, love and care, different kinds of family life, friendships and other relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

We consider effective Relationships Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

Aims and Outcomes of RSE in the curriculum:

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

The aims of RSE in our setting link closely to our school values of faith, love and hope.

At an appropriate age for our pupils, part of our school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. Any non-statutory sex education content is clearly identified in our curriculum overview (see appendix). Further information can be found in the 'Working with parents/Parents' right to withdraw' section of this policy. Relationships Education and RSE are not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond. We ensure that any Relationships Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

RSE 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.

Morals, Values, Equalities and Safeguarding

The RSE programme is integrated within our PSHE which reflects our ethos, and 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
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

How Relationships and Sex Education is organised in the curriculum.

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education and Science. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

Throughout our curriculum, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At St. John's, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships Education/RSE provision. Our Relationships Education/RSE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as religious education and science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate.

Relationships Education/RSE is delivered through timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the National curriculum. As part of our PSHE and RSE curriculum, we cover a range of topics and learning outcomes that support Relationships Education/RSE across the school

Delivery of RSE

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school from Reception to 6 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE, for example the school nurse or police. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.

- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE.

These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
 - Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions.

During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson"

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: "That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely."

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Safeguarding and Confidentiality

Confidentiality in Relationships Education/Relationships & Sex Education (RSE) lessons is managed in line with the school's confidentiality policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

Parental involvement

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At St. John's, we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we provide samples of materials during parent information events held in school, where appropriate. Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and/or subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across the school.

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships, Sex and Health Education (RSHE). In line with statutory guidance, we will:

1. Provide access to RSHE curriculum materials
 - Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.
2. Offer multiple ways to view resources
 - Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.

- Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.
3. Engage parents proactively
- We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.
 - Parents are informed of any significant changes to R(S)HE content and invited to share feedback.
4. Safeguarding and copyright considerations
- While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.
 - All sharing of materials complies with safeguarding and data protection policies.

This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements.

Parental rights to withdraw their children

In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for science. These are statutory requirements that schools are required to teach.

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. We will grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum.

We acknowledge that parents and carers have an important role to play in Relationships Education/RSE and should feel confident that the school's programme complements and supports their parenting role.

We may choose to hold additional parent meetings or events to support parents' understanding of our approach and rationale.

We ask parents to consider the proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the school or headteacher. Parents are invited to a meeting to discuss concerns and view relevant teaching resources. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson.

It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. The RSE leader interviews random groups of pupils across the school as part of the monitoring and evaluation process.

How the school responds to specific issues related to Relationships and Sex Education Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE 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.

How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year each year group reviews the RSE programme they have implemented and pass on any comments to the RSE leader as part of her monitoring cycle. The RSE policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

Professional Development for Staff

All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures. At St. John's, we ensure that staff are aware of best practice in delivery by providing regular training opportunities.

We expect staff to provide regular feedback to the subject lead on their experience of teaching Relationships Education/RSE, including identifying any areas where additional support or training would be helpful.

Training related to Relationships Education/RSE forms part of the school's regular staff training programme.

Links to other policies and advice

This RSE Policy is supported by, but not limited to:

- PSHE Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Confidentiality Policy

- Equality Policy
- Anti-bullying Policy
- Intimate Care Policy
- Relationship and Sex Education Guidance – DfE