



The Gainsborough Parish Church CE Primary School

Relationships, Sex and Health Education (RSHE) Policy 2025- 2027

'Journeying together with hope and aspiration'

How does our vision impact our RSHE practice at Parish?

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the accessibility plan at Gainsborough Parish.

Dignity

We work together to promote the dignity of every child by fostering self-respect, respect for others, and an understanding of personal boundaries, ensuring all members of our school community feel valued and accepted.

Community

We build a strong sense of community by teaching the values of empathy, inclusion, and mutual respect, recognising that everyone has a part to play in creating a safe and supportive environment.

Hope

We nurture hope by equipping our children with the knowledge and confidence to build positive relationships and to face life's challenges with optimism and resilience.

Wisdom

We guide our pupils to grow in wisdom by helping them make informed, thoughtful choices about their relationships, health, and wellbeing, based on knowledge, understanding and reflection.

1. Introduction

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education.

At Parish Church School our approach to RSHE is guided by Christian values, particularly,

“So God created mankind in his own image...” (Genesis 1:26-27)

“Love your neighbour as yourself” (Mark 12: 30-31)

RSHE enables pupils to flourish, develop self-respect and build healthy relationships equipping them with knowledge about emotions, social interactions, physical health, and human sexuality within a safe and supportive school environment.

In teaching RSHE, we have regard to the guidance issued by the secretary of state as outlined in in section 403 of the Education Act 1996 and the Equality Act 2010

The Equality Act 2010 requires schools to have due regard to the Public sector equality duty which includes the need to:-

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In terms of RSHE, it is important that teaching meets the needs of all children in school and fosters good relationships between groups. The theme of equality is included throughout our content.

2. **Moral and Values Framework**

Our RSHE curriculum:

- Reflects Christian values of love, respect, and dignity for all.
- Is taught within a moral and ethical framework that promotes self-worth and responsibility.
- Encourages pupils to make positive choices about relationships and health.

RSHE is taught in the context of:

- Healthy, loving relationships
- Self-esteem and emotional well-being
- Respect for oneself and others
- Preparation for adult life

3. **Aims, Objectives and Curriculum Requirements for Relationship, Sex and Health Education**

The aim of RSHE is to provide children with age-appropriate knowledge, explore attitudes and values and develop skills in order to empower them to make positive decisions. This should take place with consideration of the twelve principles of good RSHE:

1. RSHE is an identifiable part of our PSHE curriculum, which has planned, timetables lessons across the key stage.
2. RSHE is taught by staff who have access training in RSHE and PSHE.
3. RSHE works in partnership with parents and carers informing them about what their children will be learning about and how they can contribute at home.
4. Staff deliver lessons where pupils feels safe and participations is encouraged by a variety of teaching approaches with opportunities to develop critical thinking and relationships skills.

5. Key knowledge is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. RSHE promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe online relationships.
7. RSHE gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. RSHE gives pupils the opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
9. RSHE includes learning about how to get help and treatment from health and advice services, including reliable information online.
10. RSHE fosters gender equality and LGBT+ equality and challenges all forms of discrimination in SRE lessons and every-day school life.
11. RSHE meets the needs of all pupils with their diverse experiences- including those with special educational needs and disabilities.
12. RSHE seeks pupils' views so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

The following objectives have been outlined in our whole school PSHE Curriculum:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To give an understanding of the importance of personal hygiene;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;

- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

4. The Teaching Programme for Relationship Sex and Health Education

Legal Curriculum Requirements

All schools must teach the following as part of the National Curriculum Objectives, parents do not have the right to withdraw their child/children.

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

National Curriculum for Science

RSHE is closely linked to Science, which covers biological aspects of puberty and reproduction. These lessons are statutory, meaning all pupils must participate.

Key Science Topics Related to RSHE

Key Stage 1 (Years 1-2)

- Identify and compare the external parts of the human body.
- Recognise that humans and animals grow and change over time.
- Understand that humans reproduce and have offspring.

Key Stage 2 (Years 3-6)

- Learn about the life cycle of humans and other animals.
- Understand puberty and body changes in preparation for adulthood.
- Learn about reproduction as a biological process.

Parents cannot withdraw their child from statutory Science lessons. Parents may withdraw their child from non-statutory sex education but cannot withdraw them from statutory RSHE or Science education.

Topic	Statutory?	Can parents withdraw?	Year groups
Relationships Education	Yes	No	EYFS-Y6
Health Education	Yes	No	EYFS-Y6
Puberty (Physical and Emotional Changes)	Yes	No	Years 3-6
Sex Education (Beyond Science)	No	Yes	Year 5/6
Science Curriculum (Human Reproduction)	Yes	No	Key Stage 1 and 2

Every child is entitled to receive these aspects of RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.

5. The organisation of Relationship, Sex and Health Education

At Parish Church Primary School, Relationship, Sex and Health Education begins in the Early Years Foundation Stage and is built upon each year until pupils reach Year

6. All Relationship, Sex and Health Education learning, in each age-phase, closely links to the progressive, age-appropriate objectives outlined in the National Curriculum and within our Whole School PSHE Curriculum. Below is a brief overview of when RSHE is taught:

Year group	Key Topics Covered
EYFS (Reception)	Friendships, kindness, emotions, basic hygiene, personal space.
Year 1-2	Families, friendships, respect, online safety, feelings, consent
Year 3-4	Healthy relationships, emotions, boundaries, mental well-being, introduction to puberty.
Year 5-6	Puberty, human reproduction (Science), different types of relationships (including marriage, same-sex relationships), consent, online safety.

Please see the Whole School PSHE Curriculum for further detail on the objectives that will be taught in years 1-6- which can be found on our school website.

Amy Marshall (UKS2 teacher/PSHE Coordinator) is the designated teacher with responsibility for coordinating Relationship, Sex and Health Education and it is taught by classroom teachers and support staff.

A range of teaching methods which involve children's full participation are used to teach and resources are differentiated to ensure all children have full access to the content of Sex, Relationship Education Curriculum. It is usually delivered in mixed gender groups.

6. Parental consultation and Alternative Resources

Consultation Meetings – Parents can review materials & ask questions. In Year 5/6 Parents are invited to attend a meeting before the teaching of Sex and Relationships.

Consultation of the RSHE policy and a questionnaire has been sent to parents to gather their views around our RSHE policy and PSHE teaching.

Alternative Learning Resources – Parents who withdraw their child from sex education can access the following resources to support at home:

Books for Home Learning

- Let's Talk About Body Boundaries, Consent & Respect – Jayneen Sanders
- What's Happening to Me? (Usborne – separate editions for boys & girls)
- What makes a baby- Cory Silverberg

Online resources

- BBC Bitesize RSHE – www.bbc.co.uk/bitesize
- NSPCC 'Talk PANTS' – www.nspcc.org.uk/pants

·Brook resources- www.brook.org.uk

For further information, please contact class teachers or Amy Marshall (PSHE coordinator).

7. Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

If children have a genuine but age-inappropriate question, then the question will be acknowledged. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want the school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

8. Safeguarding & Monitoring

Child Protection: Teachers will follow safeguarding procedures if concerns arise. A member of staff cannot promise confidentiality if concerns exist.

Monitoring: The Headteacher, RSHE Lead, and Governors will ensure high-quality RSHE delivery.

This policy is reviewed regularly to ensure compliance and effectiveness.

9. Links with other policies

This policy is linked with the following policies:

PSHE & Citizenship Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti Bullying

E-Safety

Science

These policies can be requested from the school office or may be located on the school website.

Reviewed March 2025

Dated Reviewed and Approved by the Governing Body: June 2025

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Signed: