

# Bishop Perrin Church of England Primary School

## Relationships and Sex Education and Health Education (RSHE) Policy

Statutory Policy



*Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.*

|                             |                                                                                                                                |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------|
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## 1 INTRODUCTION

The Department of Education requires all schools to have a Relationships (Sex) and Health Education policy and that it is planned for and delivered as part of the Personal, Social and Health Education (PSHE) curriculum.

## 2 AIMS AND OBJECTIVES

This policy provides guidance and information on all aspects of RSHE in school for staff, parents and carers and Governors. The RSHE curriculum is rooted in our school's Christian values and in our partnership with St Augustine's and Ss Philip & James' churches.

RSHE reflects Bishop Perrin School's aim to provide a caring Christian community in which young people...

*... grow in the God-given virtues of "faith, hope and love" (1 Corinthians 13:13): having faith in God or being inspired by faith; having hope that we can work to change ourselves and the world for the better; and having love for others, reflecting God's love for everyone. (School vision – 2026)*

We undertake to follow the principles in the [Church of England Charter for faith sensitive and inclusive relationships and sex education and health education \(RSHE\)](#). This is underpinned by two key biblical passages:

*So, God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)*

*I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

*The aims of RSHE policy are to:*

- Reflect the school's Church of England Status.
- Include the teachings of the Church of England on marriage and relationships, according to B30 of Holy Matrimony in the [Canons of the Church of England](#).
- Reflect and strengthen the school's distinctly Christian character.
- Take place within a school environment which enables pupils and adults to flourish.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, empathy and self-worth.

- Create a respectful culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop pupils age-appropriate understanding of healthy relationships including respect and consent.
- Safeguard adults and pupils.
- Ensure RSHE meets the requirements of the Equalities Act 2010, safeguarding guidance and the SEND Code of Practice.

### **How We Approach the Delivery of RSHE at Bishop Perrin**

At Bishop Perrin School we teach RSHE within a Christian context. While RSHE in our school means that we give children information about forming relationships, learning about their bodies, sexual development and behaviour, we do this with an awareness of a Christian ethos and with Christian values.

## **3 STATUTORY REQUIREMENTS**

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Bishop Perrin School, we teach RSHE as set out in this policy.

## **4. POLICY DEVELOPMENT**

Governors must consult with parents in developing and reviewing their policy and are required to renew this policy at least every three years. The school will share RSHE materials with parents via the school website (with copyright

limits) before content is taught, ensuring openness and proactive communication in advance of teaching.

## **5 DEFINITIONS**

For the purpose of this policy:

- RSHE is about the emotional, social, cultural, moral and spiritual development of pupils.
- It involves learning about families, caring friendships, respectful relationships, online relationships, being safe, mental wellbeing, physical health, healthy eating, drugs/alcohol/tobacco, health prevention, internet safety.
- RSHE involves a combination of sharing information, and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

## **6. CURRICULUM**

Our RSHE curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary. Where possible, links are made with half termly theme planning. Bishop Perrin School has adopted the curriculum framework and programme of study from [The PSHE Association](#) which is the national body for PSHE education and provides accreditation to verified and approved resources.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers via the school website. The yearly subject framework overview for each class can also be found on the school website.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size

- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The religious background of all pupils will be taken into consideration when planning teaching. The distinctive faith perspective on relationships is taught, and balanced debate may take place about questions that may arise.

The programme is designed to focus on boys as much as girls, and activities are planned to make sure both are actively involved.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some

children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **7. INCLUSIVITY**

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). See SEND Policy for further information about how learning is adapted to meet the needs of all learners.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **8. RESOURCES**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress



We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 9. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

**We will:**

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

**We won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## **10. ROLES AND RESPONSIBILITIES**

### **The Governing Board**

In line with the responsibilities of foundation governors to maintain and develop the school's Christian distinctiveness, and following consultation with parents, the Governing Board will approve and oversee this policy and the curriculum resources used to teach RSHE. The Governing Board will hold the headteacher to account for the intent, implementation, and impact of this policy.

The Governing Board will appoint a lead Governor for RSHE.

### **The Headteacher**

The Headteacher is responsible for ensuring the intent, implementation, and impact of this policy. This includes:

- Embedding a whole school approach to RSHE in the school curriculum.
- Providing high quality training for teachers ensuring effective teaching.
- Keeping resources updated.
- Staying up to date with current themes.
- Ensuring dedicated curriculum time for RSHE.
- The headteacher will appoint a lead teacher for RSHE.

The headteacher will ensure that staff who have concerns about the teaching of RSHE will have an opportunity to discuss these.

### **Staff**

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL).

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

### **Parents**

We encourage parents and carers to provide a moral framework for their child/children in collaboration with the ethos and vision of the school.

To support parents, we will:

- inform parents about the school's RSHE policy and practice
- answer any questions that parents may have about the RSHE curriculum
- encourage parents to be involved in reviewing the school policy
- provide access to resources and information about workshops when appropriate
- encourage parents to enter into dialogue with their child/children at home in order to follow-up and expand on issues raised at school during RSHE lessons.
- encourage parents to use anatomically correct names for private body parts from an early age

Through this mutual exchange of knowledge and information, children will benefit from being given consistent information about their changing bodies and their increasing responsibilities.

### **Pupils**

Pupils are expected to engage fully in RSHE and when discussing issues related to RHSE, treat others with respect and sensitivity.

## **11. PARENTS RIGHT TO WITHDRAW**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the *non-statutory* components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **12. TRAINING**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

## **13. MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by the PSHE Leader through: monitoring arrangements, such as planning scrutinies, learning walks, etc. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. More detail can be found in the school's assessment policy and PSHE policy on the school website.

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the governing board.

## APPENDIX 1

| PSHE Curriculum Framework 2026-27 |                                                                        |                                    |                                                       |                                                        |                                                     |                                                 |
|-----------------------------------|------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------|
| EYFS                              | KS1 Statutory RSHE                                                     |                                    | KS1 Economic Wellbeing and Careers                    | KS2 Statutory RSHE                                     |                                                     | KS2 Economic Wellbeing and Careers              |
|                                   | Autumn 1                                                               | Autumn 2                           | Spring 1                                              | Spring 2                                               | Summer 1                                            | Summer 2                                        |
| Reception - PSED                  | Foundations for Wellbeing                                              | Friendship and Bullying            | NSPCC Let's Talk Pants                                | Dental Health                                          | Foundations for Wellbeing                           | Friendship and Bullying                         |
| Year 1                            | Making friends: playing and learning together (NSPCC Let's Talk Pants) | Mental health and wellbeing        | Celebrating me, you and our families                  | Safety at home                                         | Being healthy                                       | Showing kindness to ourselves and others        |
| Year 2                            | Mental health and wellbeing                                            | Keeping safe online                | Me, my body and staying safe (NSPCC Let's Talk Pants) | Money and work                                         | Safety outside the home                             | Looking back and moving on                      |
| Year 3                            | Me, my friends and belonging                                           | Mental health and wellbeing        | Building healthy habits                               | Making choices online                                  | Keeping safe out and about                          | Looking out for each other                      |
| Year 4                            | Mental health and wellbeing                                            | Exploring ways to manage risk      | Forming respectful relationships                      | Money matters and news literacy                        | Me, my body and growing up (NSPCC Let's Talk Pants) | Families and growing together                   |
| Year 5                            | Friendships, stereotypes and bullying                                  | Mental health and wellbeing        | Positively engaging with our world                    | Respecting Boundaries (NSPCC Let's Talk Pants)         | Safe connections online                             | Embedding healthy habits and learning first aid |
| Year 6                            | Mental health and wellbeing                                            | Managing money and online spending | Changes in puberty (and sex education)                | Drug education: assessing risk and managing influences | Developing our AI literacy                          | Looking to the future                           |