Shurdington CofE Primary
Be the BEST we can be, through love.
Believe Enjoy Succeed Together
'Love God and love your neighbour as you love yourself.'
Matthew 22, verses 37 and 39.

Shurdington C of E Primary School

Relationships, Health and Sex Education Policy (Reviewed and updated October 2026)

Shurdington Church of England policies are written in the spirit of Christian values

Agreed by Governors: *Oct 26*
Review Date: *Oct 27*

NB: Our updated RHSE Policy will be available on the school website (when ratified) and parents receive a parental letter and Parents guide prior to the teaching taking place.

1 Introduction

This policy has been written by school staff (Headteacher, PSHE Lead, SLT) with due regard to DfE statutory guidance, GHLL guidance and SCARF guidance. Necessary stakeholders have been consulted and parents and pupils views have been taken into account through parent surveys, comments, pupil voice and School Council representation.

Our school policy is based on the Statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, issued July 2025. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The Relationships Education, Relationship and Sex Education and Health Education (England) Regulations 2019, make under sections 34 and 35 of the Children and Social Work Act 2017, make ***Relationships Education compulsory for all pupils receiving primary education. Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.***

Schools are encouraged by the Department of Education to deliver ***Sex Education*** *that ensures that both boys and girls are prepared for the changes adolescence brings and – in line with the National Curriculum for science - how a baby is conceived and born. Sex education is not compulsory in primary schools. Schools choosing to teach aspects of sex education which go beyond the national curriculum for science must set this out in their policy and consult with parents. Parents/carers have the right to withdraw pupils from sex education (but not Relationships or Health Education)*

Health Education *is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.*

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Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

This policy should be read in conjunction with the following policies:

- School's own safeguarding policy (inc. responding to disclosures)
- School's own anti-bullying policy
- School's equality, diversity and inclusion policy
- DfE 'Keeping Children Safe in Education' (2025

1.2 Definitions:

*** SRE:** Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and physical health.

***Relationship Education:** Teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and other peers and adults. This will not detail sexual activity but may include sensitive topics in order to keep children safe.

***Sex Education (PRIMARY SCHOOLS):** a programme of teaching tailored to the age, physical and emotional maturity of the pupils, including teaching reproduction as part of the National Curriculum for Science.

***Health Education:** Understanding and promoting the general wellbeing and physical health of pupils, including wellbeing online.

1.3 In Shurdington Primary School we will deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education curriculum (RSHE) for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered and how everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

We believe in the importance of high quality RSHE teaching and learning and the role that it can play in promoting safe, equal, caring and enjoyable relationships under the promise of Jesus bringing 'life in all its fullness.' (John10:10). We follow the guidance from the Church of England Education Office in our approach to teaching RSHE, seeking to be faith sensitive and inclusive. At our school, we believe all children should be treated with dignity and respect and bullying of all kinds should be eliminated. We will distinguish between factual teaching (biological facts, different of families, medicine and the law) and moral teaching (relationships and values) ensuring clarity at all times. Pupils will learn that families may look different from their own and that all families should be treated with respect.

Our school vision of loving God and loving our neighbour as we love ourselves, provides the inspiration where all can flourish and pupils respect their uniqueness so that they are able to form healthy and loving relationships and show respect, loving care and dignity to others. In our school, we also consider the spiritual and moral aspects of healthy, loving and nurturing relationships within the context of our Christian vision for the purpose of life.

1.4 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Teaching is factual, age appropriate and inclusive. Pupils are taught about respect, diversity and the importance of treating others with dignity.

1.5 This policy should be read and applied in conjunction with all other related school policies.

2 Aims and Objectives

We have adopted the charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) produced by the Church of England (November 2019).

2.1 *We teach children about:*

- *the physical development of their bodies as they grow into adults;*
- *the way humans reproduce;*
- *respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;*
- *the importance of family life;*
- *moral questions;*
- *relationship issues;*
- *respect for the views of other people;*
- *what they should do if they are worried about any sexual matters.*

Our aim is to promote and improve the health and wellbeing of our children through better knowledge and enable them to make good life choices.

Teaching content is allocated by year group, building upon previous teaching and learning.
We follow the SCARF scheme for planning and resources. This is a progressive, whole school approach to wellbeing and mental health, promoting behaviour, safety and achievement. Lessons are time-tabled into class each fortnightly, these are further supported by circle time, coaching lessons and sharing discussions in classes.

3 Context

3.1 *We teach about sex in the context and wider school ethos of our Church of England status. While sex education in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code, and of the values, which underpin all our work in school. In particular, we teach about sex in the belief that:*

- *sex should be taught about in the context of secure relationships and family life;*
- *sex education is part of a wider process of social, personal, spiritual and moral education;*
- *children should be taught to have respect for their own bodies;*
- *children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;*
- *it is important to build positive relationships with others, involving trust and respect.*

4. Organisation/The teaching of RSHE

The intent of our school curriculum is it:

- *Will be high quality, stimulating, fun and challenging; rooted in Christian values.*

Teaching of RSHE is embedded in PSHE lessons throughout the year. The units 'Me and My Relationships' and 'Growing and changing' are taught in the Spring Term. These (whole-school) units particularly focus on RSHE. It is delivered by class teachers or regular PPA teachers. Extra support may be given by Non-teaching staff or pastoral staff.

4.2 *Classes are taught as a whole class thereby boys and girls both receive the same teaching content and delivery. Curriculum can be accessed for those who may be gender questioning/transgender. Teaching will avoid, and address, stereotypes, particularly those associated with stigma against boys.*

4.3 *Ground Rules (in consultation with the pupils) are established prior to the first lesson and referred to at the beginning of each subsequent lesson. These will include age-appropriate agreements about respecting each other, opting out of discussions, passing on a question and using (once taught) appropriate and factual scientific vocabulary. The Rock agreement (SCARF) is used to create a safe learning environment.*

4.4 *Teachers will be able to answer, appropriate questions from pupils that relate to curriculum content, any questions outside of this may be referred to parents or the PSHE lead. A range of question strategies may be used such as a question box, post-its or direct 1:1 conversation with the teacher. Teachers may refer to 'How to answer a child's question that goes beyond the planned curriculum flowchart.*

4.5 *In Key Stage 2 we place a particular scientific emphasis on how a child is growing/developing, as many children experience puberty at this age. By the end of Key Stage 2 pupils will know about how babies are made, the names and functions of male and female reproduction, changes in puberty. This is complemented by learning about managing feelings, understanding healthy/unhealthy relationships and appropriate touch.*

4.6 *All teaching gives regard to safeguarding the pupil and taking the opportunity to teach them about safeguarding. Pink resources (used as complementary lessons in Year 6) are produced in collaboration with the Gloucestershire Safeguarding Children Board (GSCB).*

4.7 *We invite all parents to view our RSHE scheme prior to teaching or meet/talk with the PSHE/RSHE co-ordinator.*

4.8 *Curriculum content is carefully planned and taught, through adaptations and scaffolding, to be accessible to all pupils. Children with SEN are given full opportunity to take part in all RSHE sessions. Where needed, a differentiated approach will be used to support specific children. Teachers may refer to SCARF lesson plan guidance documents for those with SEND/ASD and adapt lessons, as needed. It is not the school's policy to withdraw these children during RSHE teaching time for any additional or catch up curriculum programmes as part of their SEND plan. Support staff who work alongside pupils are trained and included in planning for RHSE.*

5 *The Role of Parents*

5.1 *We acknowledge that the role of parents in the development of their children's understanding about relationships is vital. Parents have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We aim to work closely with parents to ensure that parents know what will be taught and when.*

We will:

- *inform parents about the school's RSHE policy and practice (this will also be published on our school website)*
- *Invite parents to consultation and curriculum meetings*
- *Annually email a curriculum letter with details of content and any relevant DfE parent documents.*
- *answer any questions that parents may have about the RSHE curriculum for their child's year group;*
- *take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSHE in the school;*

- *encourage parent governors to be involved in reviewing the school policy, and making modifications to it as necessary;*
- *inform parents about the best practice and approaches known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home.*

5.2 *We fully recognise that parents have the right to excuse their children from the Sex Education aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through their concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.*

If a pupil is excused from Sex Education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education (RHE).

The school will document this process to ensure a record is kept.

6 The Role of other Professionals

6.1 *We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the School Nurse and other health professionals may give us valuable support with our RSHE programme. Other people that we might call on include local clergy, social workers and youth workers.*

7 Confidentiality

7.1 *Teachers conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the DSL (Headteacher) for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection and Safeguarding).*

8 The Role of the Headteacher

8.1 *It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationship, Health and Sex Education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships and sex effectively, and handle any difficult issues with sensitivity.*

8.2 *The Headteacher liaises with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.*

8.3 *The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.*

9 Monitoring and Review

9.1 *The Education Development Committee of the governing body monitors the impact of our Relationships and Sex Education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Education Development Committee gives serious consideration to any comments from parents/carers about the sex education programme and makes a record of all such comments.*

9.2 *The subject lead, in consultation with the Headteacher through review meetings, monitors and evaluates the teaching and impact of subject content through regular learning walks, pupil voice, staff meeting, OPS data and internal assessment data. Half-termly progress is assessed each unit, for each child, and reported to parents at least annually. Action plans identify areas of strength and identify/address areas for development. Our school is also supported by a GHLL lead teacher and CPD/Network meetings and training.*

Signed: ***Signed:***

Headteacher ***Chair of Governors***

Date: ***Date:***

APPENDICES – 3 I's document
SCARF – Long Term planning
ROCK agreement
Question flowchart