Relationships, Sex and Health Education Policy

St Agnes C of E Primary School

Approved by:	Mrs Sue Gittins
Last reviewed on:	September 2025
Next review due by:	September 2026

Mission Statement

'Learning together in God's Love'

Our Christian Vision

St Agnes is an inclusive Christian family, we want our children to:

- Learn together with respect, patience and kindness
- **Treat each other as they would like to be treated (Matthew 7v12)**
- Flourish in education and friendships
- **Live life in all its fullness (John 10v10)**
- Be proud of themselves and others
- Ensure everyone is treated equally

Through the range of experiences we offer to all our pupils we encourage an understanding of the meaning and importance of faith and promote all the Christian Values. We particularly focus on Responsibility, Creativity, Forgiveness, Perseverance, Hope, Thankfulness and Friendship. These Christian values form the basis of our vision and are embedded throughout our school life and underpin all our teaching.

St Agnes is a small school that supports our community by providing an education of the highest quality within the context of Christian belief and practice. We work closely with our families to ensure they are fully supported and cared for.
We expect everyone at St Agnes C of E Voluntary Aided Primary School to follow 'The Great Expectations'

Be Safe
Be in the right place at the right time
Do your best
Handle your emotions
Use appropriate language
Cooperate
Respect everyone and everything

1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place. Where questions are asked, we shall endeavour to answer them sensitively and appropriately to the child, taking into consideration their age and the context.
- Prepare pupils for puberty. We will facilitate an age appropriate and positive understanding of relationships and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy.

We seek to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people as they explore questions of identity and selfhood. In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept themselves and others as they are. We will do this by:

- Creating a positive culture around issues of relationships. This will involve recognizing that two people who love each other can be in a committed relationship and not be married, that families can take various forms, e.g. mother and father present, step parents, foster carers, same sex parents, grandparents as carers et cetera and all can provide a loving and stable base. We seek to foster self-esteem, belonging and acceptance in all of our children irrespective of their family base/make-up.
- Teach pupils the correct vocabulary. This is so that our children are equipped to describe themselves and their bodies in an age-appropriate manner.
- Note: Sex education is taught in relation to the Science curriculum i.e. the life cycles of mammals, reproduction in some plants and animals and the changes experienced in puberty however an exploration of differing sexual activity would serve to counter a primary school's responsibility to safeguard the latency of childhood. Therefore RSHE is NOT about the promotion of sexual activity.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We also work within statutory guidance from the DfE relating to Relationships, Sex and Health Education https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

Relationships Education

- The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.
- Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
- From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts,

including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. Children looked after (CLA) or young carers.
- A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
- Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Through Relationships Education (and RSHE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Sex Education

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

Physical health and mental wellbeing:

- The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge

whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

- Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
- Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Relationships, Health and Sex Education at St Agnes Primary School is taught partly through the Science curriculum and partly through other subjects such as Computing, P.E. and P.S.H.R.E (Personal, Social, Health and Relationships Education) as well as SMSC (Spiritual, Moral, Social and Cultural Education) and RE (Religious Education).

The Science curriculum

- At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The Computing curriculum

- The national curriculum for **computing** aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The P.E. curriculum

- The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

The P.S.H.R.E (Personal, Social, Health and Relationships) Curriculum

- The national curriculum for P.S.H.R.E aims to ensure that pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. Our P.S.H.R.E curriculum is taught using three themes: Relationships, Living in the wider world and Health and Wellbeing.

The Religious Education (R.E) Curriculum

- St Agnes Primary school follows the Manchester Diocese RE curriculum and aims to teach children the values of Christianity and other faiths. To enable the children to develop their spiritual, moral, social and cultural (SMSC) skills.

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.

At St Agnes Primary School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group gathered together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy

4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE involves a combination of sharing information, and exploring issues and values. It is lifelong learning about physical, moral and emotional development. It is about understanding love as commitment and valuing stable, loving relationships families have, promoting respect, love, appreciation and care.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum offer for all subjects can be found on our website www.stagnes.oldham.sch.uk in which each subject area is split into weekly or two weekly topics. The majority of our RSHE Curriculum will be taught through PSHE topics set out as per Appendix 1 but we may need to adapt it as and when necessary. The curriculum map has split the objectives into 3 themes which are taken from The PSHE Association to

plan a curriculum map for our children. We believe that the PSHE Association supports our topic based curriculum and enables staff to plan creative topics weeks around each theme which incorporate all the objectives from the new national curriculum for RSHE 2020. Whilst ensuring it is adapted to the needs of all our children.

We have taken into account the National Curriculum requirements, and developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, staff will endeavour to respond in a sensitive, natural and age appropriate manner so the children are suitably informed and don't seek answers from incorrect sources e.g. online.

For more information about our curriculum, see our curriculum map in Appendix 1.

The curriculum map works in conjunction with our PSHE Vision, see appendix 2 which outlines the intent, implementation and impact of our PSHE and RSHE Curriculum.

6. Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Relationships Education (PSHRE) curriculum, Spiritual, Moral, Social and Cultural (SMSC) curriculum, Computing and P.E. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Pupils also receive stand-alone puberty sessions delivered by a trained health professional where possible or by Year 5 and 6 class teachers using the resources from the School Nurse service. Parents are informed in advance of these sessions and allowed to withdraw their children if they wish.

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 relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: Children looked after (CLA) or young carers).

7. Roles and responsibilities

7.1 The Governing Body

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSHE

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.

All teachers are responsible for teaching RSHE at St Agnes Primary School.

7.4 Pupils

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

8. 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 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.

9. 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 RSHE.

10. Monitoring arrangements

The review and monitoring of this policy is the responsibility of the Relationships Education and Health Education Leaders and will include:

Review of planning and guidance, learning Walks, liaison with class teachers, pupil interviews and work scrutiny.

Regular audits of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Teachers and pupils will evaluate the lessons to aid future planning.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.

Equal Opportunities and Inclusion

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in Relationships Education and Health Education. Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable. Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques can be particularly effective.

Appendix 1 – Long term PSHE and RSHE overview

	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 confidentiality; 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 and FGM
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

St Agnes C of E Primary School

Our Personal, Social, Health and Relationships (PSHRE) Vision



Intent

At St Agnes we aim to ensure that personal, social, health and relationships education (PSHRE) enables our children to become healthy, independent and responsible members of a society. To help them understand and tackle many of the moral, social and cultural issues that are part of growing up. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. All our children are encouraged to be effective and successful learners, make and sustain friendships and deal with and resolve conflicts effectively and fairly. They will be able to solve problems and manage their emotions by having a calm and optimistic state of mind. They will have the resilience and perseverance to recover from set-backs and carry on with the challenges they may face. The children will work and play fairly and co-operatively. They will politely stand up for their rights and the rights of others. They will value and understand differences and show respect for everyone and everything. PSHRE ensures planned programmes of learning opportunities and experiences that help children grow and develop as individuals and as members of the community.

Implementation

In order for children to recognise the importance of these attributes, the seven values of the school are displayed throughout the environment as our Great Expectations. Children are reminded daily of the qualities needed in order to achieve the expected behaviour. The PSHRE curriculum is taught throughout school, during weekly sessions and one or two weekly topics each term as part of a broad and balanced curriculum. The Sticky Learning for these topics ensures the national curriculum aims and objectives are met. Also the values of resect and kindness are taught discreetly during weekly assemblies, with the Christian Values also taught during half termly assembly themes which the school council deliver and promote. Our 'Wellbeing Champions' are dedicated students who promote positive mental health, reduce stigma, and provide peer support. They foster an inclusive environment by leading initiatives and organising activities, and acting as friendly, approachable listeners on the playground. The 'Worry Wellies' in each class ensure children are listened to and problems are shared and dealt with. Of course, opportunities will often present themselves for an ad hoc PSHRE session in class. Examples may include a follow-up to an issue that has arisen on the playground, or if an inappropriate comment has been reported, or in response to an incident in the news. Classroom sessions will vary in form and content, but will all share the underlying principle of creating an open and honest class dialogue within a caring and respectful environment. Learning will be constantly nurtured and reinforced by our high expectations. Our Thursday Celebration Assembly is a regular opportunity to reward those who exhibit the good citizenship that St Agnes seeks to encourage. Our school year features myriad opportunities to explore Personal, Social and Health Education. These include: work carried out in class for Internet Safety Day; Kinder Kids week; Residential visits for Year Six; half-termly assemblies run by the Ground breakers team; regular School Council meetings; the nasal flu vaccinations for Reception Class up to Year Four; Girls and Boys Talk for Year Six; our various sporting teams and clubs (including a lunchtime Leaders); the measurement of height and weight for pupils; and pupil eye tests. The charity work we undertake over the school year further explores what PSHE means for St Agnes Primary. A recent addition of a calming corner in school has also helped create a safe and reflecting area in which all children are welcomed should they feel the need to take time away from a busy classroom to collect their thoughts.

Impact

Teachers feel that PSHRE provides an opportunity to develop cross curricular links with many other aspects of learning, and encourages children to learn and think for themselves. They ensure that the needs of all children and groups are met by differentiating their work by using group discussion as a starting point which leads to a broader understanding by all children. They use success criteria to ensure that children understand exactly what it is they need to do to progress their own learning. They are confident about providing a rich and vibrant curriculum that excites children and encourages them to have a Growth Mindset.

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	**Probable Content**	**Why ?**	**Who ?**	**Where ?**	**When ?**
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required To For Admission To School Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Information Management System Paper Version is Shredded	Held On File Throughout Child's Time At School Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	**Has A Moderate Level of Data Compliance Requirements**	**Has a High Level Of Data Compliance Requirements**
	✓	