St John's Stonefold CE Primary School, Rising Bridge

Whole School Relationships and Sex Education Policy	
Written By	P Burns
Date	September 2026
Approved by FGB	September 2026
Date of Review	September 2027

Values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

At St John's Stonefold, we are a close-knit church family rooted in God's love, nurturing every child to grow confidently and soar with ambition. Guided by our Christian values and a bespoke, innovative curriculum, we empower our children to embrace their individuality, develop life skills, and thrive as kind, confident, and driven members of our vibrant rural community. Together, we inspire limitless aspirations, preparing each child to flourish and follow their dreams with faith and purpose.

Our five Christian values spell out the word: EAGLE which is part of our school badge and the emblem of St. John. These values are woven into everyday school life and help our children to 'soar' here at St John's Stonefold and in their lives beyond.

"Rooted and Established in God's love: nurture, grow, fly" Ephesians 3:17

Introduction

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with a bespoke and innovative teaching of the curriculum, empowering them to flourish with the knowledge and skills for life.

Through our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed. Our five Christian values spell out the word: EAGLE which is part of our school emblem and the emblem of St. John. Our motto is 'Rooted and Established in God's love: nurture, grow, fly'.

Church Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St John's Stonefold Church of England Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Equality and Inclusion

Teaching will be inclusive and age-appropriate, reflecting the protected characteristics within the Equality Act 2010 and recognising the diversity of families and communities in modern Britain. Through our Relationships and Sex Education curriculum, pupils will be taught the importance of treating all people with dignity, respect and kindness, whilst understanding that individuals and families may hold different beliefs and values. Teaching will always be delivered in a way that is consistent with the school's Christian vision and values.

Provision for pupils with SEND

Relationships, Sex and Health Education will be accessible to all pupils, including those with SEND. Teaching will be adapted appropriately to pupils' developmental stage, communication needs and individual requirements while maintaining high expectations for all. Teachers may use approaches such as visual supports, pre-teaching of vocabulary, carefully structured discussion, repetition and overlearning, concrete examples and additional adult support where appropriate. Any adaptation will maintain the integrity of

the intended curriculum and ensure that pupils with SEND receive the knowledge they need to form positive relationships, understand appropriate boundaries, recognise risk and seek help when needed.

Aims

The aims of Relationship and Sex Education at St John's Stonefold C of E Primary School are:

- To ensure Relationships and Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationships.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of relationships and sexuality.
- To ensure that all understand the importance of respecting others and accepting those who differ yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.
- To value and respect all family units and dynamics as outlined in 'Valuing All God's Children' (Church of England, 2007).
- To equip pupils with the knowledge and skills to develop safe, respectful and responsible relationships, including online, and to understand how to seek help when concerns arise.

Statutory requirements

This school complies with the requirements of The Equality Act (2010), Keeping Children Safe in Education (KCSIE) (current edition) and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

Legislation and Guidance

This policy has regard to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance, Department for Education (revised guidance in force from September 2026).
- Keeping Children Safe in Education (current edition)
- Children and Social Work Act 2017

- Equality Act 2010
- Public Sector Equality Duty
- SEND Code of Practice
- Valuing All God's Children (Church of England)
- Online Safety Act 2023

Policy Development and Review

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

1. Review – a member of staff or working group gather all relevant information including relevant national, diocesan 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 attend a meeting (or respond to a questionnaire) about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed annually using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

At St John's Stonefold CE Primary School, Relationships, Sex and Health Education (RHSE) forms an important part of our wider PSHE curriculum and our commitment to preparing pupils for the opportunities, responsibilities and experiences of later life.

Our curriculum distinguishes clearly between statutory Relationships Education and Health Education, relevant content taught through the National Curriculum for Science, and any additional Sex Education provided by the school.

Relationships Education

Relationships Education is statutory for pupils of primary age. It supports pupils in developing the knowledge and understanding needed to form and maintain positive, healthy and respectful relationships.

Through our curriculum, pupils progressively learn about families and people who care for them, caring friendships, respectful relationships, online relationships and how to keep themselves safe. Pupils learn about the importance of kindness, honesty, respect, permission, appropriate boundaries and seeking help when they feel worried or unsafe.

At St John's Stonefold, this learning reflects our Christian vision and EAGLE values. We teach pupils to recognise the dignity and value of every individual, to respect difference and to understand the importance of showing empathy, kindness and respect towards others.

Health Education

Health Education is statutory for pupils of primary age. Through Health Education, pupils develop age-appropriate knowledge and understanding relating to their physical health and mental wellbeing.

This includes learning about mental wellbeing, physical health and fitness, healthy eating, health and prevention, basic first aid and the changing adolescent body, alongside other statutory content.

Puberty education forms part of statutory Health Education and is taught in an age-appropriate and sensitive manner so that pupils are prepared for the physical and emotional changes they may experience as they grow.

National Curriculum Science

Some learning relating to human development and reproduction is contained within the statutory National Curriculum for Science. Where content forms part of the statutory Science curriculum, it is taught as Science and is not considered additional Sex Education for the purposes of parental withdrawal.

The school ensures that links between Science and RHSE are carefully considered so that learning is appropriately sequenced and pupils receive clear, accurate and age-appropriate information.

Sex Education in Primary School

At St John's Stonefold, we recognise the importance of preparing pupils appropriately for the physical and emotional changes associated with growing up and helping them develop the knowledge they need to keep themselves safe and make informed choices.
Where the school provides Sex Education beyond the statutory content of Relationships Education, Health Education and the National Curriculum for Science, this is regarded as additional Sex Education.

Any additional Sex Education will be:

- appropriate to pupils' age and developmental stage;
- taught sensitively and respectfully;
- consistent with the school's Christian vision and values;
- inclusive and respectful of pupils and families;

- supported by appropriate safeguarding arrangements;
- communicated clearly to parents and carers.

Parents and carers will be provided with information about any additional Sex Education provided by the school, including the nature and purpose of the learning.

The parental right to request withdrawal applies to additional Sex Education provided by the school, but does not apply to statutory Relationships Education, statutory Health Education or statutory National Curriculum Science. The arrangements for making such a request are set out in the section Right to be excused from Sex Education below.

Curriculum Delivery and Progression

Relationships, Health and, where provided, Sex Education are delivered primarily through the Coram SCARF PSHE programme, alongside relevant learning through Science and the wider curriculum. The programme is adapted where appropriate to reflect our Christian vision, local context and the needs of our pupils, while ensuring that statutory curriculum requirements are addressed. This reflects the delivery approach already established in the school's policy.

Learning is carefully sequenced so that concepts are introduced at an appropriate stage and revisited with increasing depth as pupils mature. Our planned curriculum includes age-appropriate learning about:

- growing and changing;
- correct terminology for body parts;
- physical and emotional changes;
- puberty and the changing adolescent body;
- families and friendships;
- healthy and respectful relationships;
- personal boundaries and safety;
- online relationships and online safety;
- seeking help and identifying trusted adults.

Teachers consider pupils' prior learning and developmental needs when delivering this content and adapt teaching appropriately for pupils with SEND while maintaining high expectations and ensuring access to important safeguarding knowledge.

Right to be excused from Sex Education

At St John’s Stonefold, we believe that it is in the children’s best interest to take part in Sex Education lessons. This is so they fully understand the correct information, terminology, are able to protect their own bodies and are ready for the changes that will come in the future. Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary

level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum. Requests for withdrawal should be made in writing to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The class teacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

The class teacher will liaise with the Headteacher in all Sex Education withdrawal requests. To support parents further, an information sharing evening will be held to discuss queries following on from the parental questionnaire, to clarify all misconceptions. Parents who are still concerned are welcome to have a one-to-one meeting to share further concerns, with the option for the child to attend).

Alternative work will be given to pupils who are withdrawn from Sex Education.

Difficult questions & sensitive issues

Pupils will be encouraged to ask questions within an established classroom environment of respect and trust. Teachers will respond to questions honestly, sensitively and in an age-appropriate manner, taking account of pupils' developmental stage and the planned curriculum.

Teachers will use professional judgement when responding to questions. Where a question is not appropriate for whole-class discussion, falls outside the planned age-appropriate curriculum or requires further consideration, the teacher will explain that the question will be responded to separately or at an appropriate future point.

Staff will never promise confidentiality. Where a question, comment or disclosure raises a safeguarding concern, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead in accordance with the Safeguarding and Child Protection Policy.

Teachers will create an inclusive environment in which pupils can discuss relationships, families, health and wellbeing respectfully while recognising that families and individuals may have different experiences, beliefs and circumstances.

Parental engagement

At St John's Stonefold we believe that parents should be given every opportunity to understand the purpose and content of Relationships Education (and Sex Education where it is taught). We believe that good communication and opportunities for parents to understand and ask questions about the school's approach helps increase confidence in the curriculum.

A consultation with parents was completed in May 2021 which involved meetings on the policy, with a question-and-answer session to gain a full understanding on both sides of the

provision in school. This allowed parents to share their viewpoints and concerns which were then embedded into the final policy.

Curriculum transparency

The school is committed to working openly and constructively with parents and carers. Parents will be provided with information about the school's RHSE curriculum and the content being taught. The school will provide appropriate opportunities for parents to understand the resources and materials used to support teaching and to raise questions or concerns with the school.

Roles and responsibilities

Role	Key Responsibility
Governing Body	Approve and monitor policy
Headteacher	Overall implementation
PSHE Lead	Curriculum development and monitoring
Teachers	Deliver curriculum
DSL	Safeguarding support
Parents	Partnership and communication
Pupils	Engage respectfully

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from Sex Education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from Sex Education.
- Follow the Equality Act (2010) and schools equality policy.

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

- Scarlett Burrow (PSHE lead)

Visitors

Visitors are welcomed into school to help us with our teaching of PSHE and RSE. The visitors are to supply their own risk assessments before arrival. The PSHE lead will be in touch with the visitor/s both prior and on arrival ensure that they follow our schools mission statement, church vision, school vision and aims appropriately. Class teachers will be present when visitors are in ensuring that the above are followed accordingly. Any issues regarding visitors should be reported to the Head Teacher, Deputy Head Teacher and PSHE lead promptly.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, with the value of 'respect for all'.

Training

Staff are trained on the delivery of RSE through Coram Life Education and school specific CPD.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Safeguarding

Safeguarding is of utmost importance and will be followed appropriately. During the teachings of RSE, children may feel more comfortable in discussions. As in any situation where staff feel something in not right or a child may have disclosed, they must speak to the DSL and CPOMs. Please see the safeguarding policy for further information.

Curriculum Overview

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Eaglets	Me and My Relationships (R)	Valuing Difference (R)	Keeping Safe (R)	Rights and Respect (R)	Being my Best (R)	Growing and Changing (R)
Avocet	Me and My Relationships (Y1)	Valuing Difference (Y1)	Keeping Safe (Y1)	Rights and Respect (Y1)	Being my Best (Y1)	Growing and Changing (Y1)
Goldcrest	Me and My Relationships (Y2)	Valuing Difference (Y2)	Keeping Safe (Y2)	Rights and Respect (Y2)	Being my Best (Y2)	Growing and Changing (Y2)
Lapwing	Me and My Relationships (Y4)	Valuing Difference (Y4)	Keeping Safe (Y4)	Rights and Respect (Y4)	Being my Best (Y4)	Growing and Changing (Y4)
Eagle	Me and My Relationships (Y5)	Valuing Difference (Y5)	Keeping Safe (Y5)	Rights and Respect (Y5)	Being my Best (Y5)	Growing and Changing (Y5)

CYCLE B	Autumn 1	Autu,m 2	Spring 1	Spring 2	Summer 1	Summer 2
Eaglets	Me and My Relationships (R)	Valuing Difference (R)	Keeping Safe (R)	Rights and Respect (R)	Being my Best (R)	Growing and Changing (R)
Avocet	Me and My Relationships (Y2)	Valuing Difference (Y2)	Keeping Safe (Y2)	Rights and Respect (Y2)	Being my Best (Y2)	Growing and Changing (Y2)
Goldcrest	Me and My Relationships (Y3)	Valuing Difference (Y3)	Keeping Safe (Y3)	Rights and Respect (Y3)	Being my Best (Y3)	Growing and Changing (Y3)
Lapwing	Me and My Relationships (Y5)	Valuing Difference (Y5)	Keeping Safe (Y5)	Rights and Respect (Y5)	Being my Best (Y5)	Growing and Changing (Y5)
Eagle	Me and My Relationships (Y6)	Valuing Difference (Y6)	Keeping Safe (Y6)	Rights and Respect (Y6)	Being my Best (Y6)	Growing and Changing (Y6)