



Moreton Church of England Primary School



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Relationship, Sex and Health Education Policy

Agreed by Governors (Date): Spring 2026

Signed (CoG): Digitally on governor hub

Date: April 2026



Moreton Church of England Primary School



Moreton C of E Primary School's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"

(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"

(John 10:10)

At Moreton C of E Primary School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. Our policy is based on our vision for pupils to *grow together in faith, knowledge and love* knowing that they are unconditionally loved by God. Our relationships with others are based on mutual respect and consideration for others and underpinned by Christian values. Integral to this is that pupils look after *themselves, each other and God's World*. We place value on educating pupils to ensure that they

- Have good self-esteem and learn to love themselves (Health Education)
- Learn to love others by loving their neighbours (Relationship Education)
- Learn to find security and connection with others in God's World (part of Sex Education)

This policy interlinks with our teaching of SMSC (Spiritual, Moral, Social and Cultural) development, Christian values, British values and Behaviour expectations. It also links with our curriculum drivers which aims to education children to be healthy, motivated, creative, curious, respectful citizens who will make a difference in the world.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Moreton Church of England Primary School is about what constitutes wellbeing and loving care for *ourselves* (physical and mental health education), how we show loving *care for others* (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including but not exclusively, within marriage (sex education).



Moreton Church of England Primary School



It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life. Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Roles and responsibilities

The Relationships Education and PSHE programme will be led by the PSHE lead and the leadership team. The PSHE Lead will attend regular PSHE meetings and courses and feedback to the SLT and teachers appropriately. The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching elements are encouraged to discuss this with the head teacher/SLT/PSHE lead
- Staff will follow the school wide planned timetable of PSHE lessons

Pupils

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

Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver **relationships education (in primary schools)**. This was published in June 2019 and updated December 2025.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Therefore, we aim to provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.



Documents and sources that inform the school's Relationships Education and RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- <https://goodnessandmercy.co.uk/>

Defining health education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.¹

Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

Our RSHE will focus on pupils having a healthy lifestyle (physically and mentally), understanding their own identity and self-worth and being able to develop strong healthy relationships.

Defining sex education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

Our curriculum for science includes content about human body parts, growth, puberty and gestation. We teach this in a spiral effect at a time which is age appropriate for our pupils. We may decide to adapt this to reflect the needs of particular cohorts of pupils. Parents do not have the right to withdraw from this aspect of the curriculum.

Through consultation with our school community, including parents, we have decided that it is important to include the names of reproductive organs, physical and emotional changes during puberty, reproduction and birth, sexual attraction and orientation within years 5 & 6 to educate the children in our community for adulthood and to prepare them for secondary school.



Moreton Church of England Primary School



Our curriculum will be published on our website and parents will be advised in advance of the content and sessions that will be taught.

RSHE Curriculum Design

At Moreton C of E Primary School, our RSHE is taken from our curriculum drivers and overarching Christian values.



KS2



Our RSHE programme is an integral part of our whole school PSHE education provision and the curriculum outline is available on our website. We have designed this in consultation with parents.

This provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles
- know basic first aid
- internet safety - the updated guidance has a greater focus on online safety and wellbeing including gaming, scams and fraud, social media and age restrictions
- personal safety – has been added as statutory content - with an emphasis on recognising and reducing risk, in the context of fire and travel safety – for example around water, roads and railways



Moreton Church of England Primary School



- grief and loss - new learning around change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently

How will RSHE be taught in our school?

RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

Equalities and Safeguarding within the Curriculum

The Relationships Education programme at Moreton C of E Primary School demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality

This policy reflects and is in line with the schools' equality scheme and the school ensures that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of



Moreton Church of England Primary School



their gender, ability, disability, experiences and family background. Relationships Education strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support. Pupils with SEND who may require the content to be made more accessible for their needs will be planned for following discussion with the SENCo. This will be individualised, if required, according to particular needs as part of their One Plan.

Relationships Education is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education. Many aspects of PSHE are taught throughout the year, whilst some specific age-related aspects are delivered. RSE is delivered by class teachers. The relationship part will be taught in mixed age groups but in year 6 the sensitive information about 'menstruation' and 'how a baby is made' will be taught in single sex sessions. PSHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios and discussions.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Values such as such as love, compassion, respect, courage, humility, kindness, forgiveness, generosity and a sense of justice.

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

At Moreton C of E Primary School RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about puberty). It is

important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

External agencies and visitors

External agencies can be invited to support the delivery of all aspects of PSHE. These may include: the school nurse, the NSPCC and the police. External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Safe and effective practice

Staff are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising



Moreton Church of England Primary School



from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Engaging Parents

The school is committed to working with parents and believes that it is important to have the support of parents. Effective methods to communicate are through the school website, Facebook page and newsletters. Parents are invited to view this policy. ***Parents do not have the right to withdraw their children from all of the RSE curriculum as a majority of the RSE curriculum will not be outside of the science curriculum. If for any reason teachers feel it is necessary to discuss areas outside of the science curriculum with children, parents will be informed and they have the right to withdraw. Any parent who has concerns about what is being taught is invited to make an appointment with the headteacher 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.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. 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. The school will document this process to ensure a record is kept.

Monitoring, Reporting and Evaluation

Class teachers assess pupils' understanding and progress through formative and summative processes. These may include topic mind maps, drawings, task outcomes, questioning, quotes from children and observations. At the end of the year, each year group reviews the programme they have implemented and passes on any comments to the lead as part of the monitoring cycle. This policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Links to other policies and advice

- Behaviour and relationships Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policies
- SEND Policy and Equalities information
- Bereavement Policy
- Relationship and Sex Education Guidance – DfE