



RSHE Policy

Updated for:	September 2025
Next review:	September 2026
Last parent consultation:	April 2025
Next parent consultation:	March 2026

James Montgomery Academy Trust



RSHE Policy

1. Statement of intent

Here at **Mexborough St John the Baptist C of E Primary School** we understand the importance of educating pupils about relationships, sex and health education, in order for pupils to make well-informed and ethical decisions about their wellbeing, health and relationships. We have due regard for statutory guidance on RSHE and this, along with consultation, has steered the development of this policy.

RSHE in our school plays a vital role in pupils' lifelong learning about moral, social, cultural, mental and physical development. RSHE, taught alongside and within the PSHE curriculum, aims to give pupils and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

The [DfE 'Sex and Relationship Education Guidance'](#) defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not promote any form of sexual orientation or sexual activity. This policy reflects the statutory RSHE & Health Education guidance with implementation from Autumn 2025. The James Montgomery Academy Trust supports early adoption of the updated guidance.

2. Aims and objectives

RSHE is an opportunity for pupils to:

- Develop an age-appropriate understanding of relationships and where Sex Education is taught, an understanding of human reproduction in line with the Science National Curriculum.
- Develop a range of personal and social skills.
- Understand how to keep themselves safe and healthy

These aims are met through an age-appropriate, inclusive, and progressive curriculum.

3. Statutory guidance

At **Mexborough St John the Baptist C of E Primary School** we teach RSHE as set out in this policy. The Department for Education made Relationships and Health Education compulsory for primary pupils and Relationships, Health, and Sex Education compulsory for secondary pupils from September 2020. This policy adheres to the following:

- DfE RSHE Guidance (updated July 2025)
- Keeping Children Safe in Education
- DfE Science Programmes of Study: Key Stages 1 and 2

4. RSHE in the curriculum

RSHE is developed in conjunction with the views of staff, pupils, and families in line with DfE recommendations.

Lessons are mainly delivered through the PSHE curriculum, with statutory components covered in the Science curriculum.

In line with the updated RSHE guidance:

- The school will not teach about different forms of sexual activity or gender identity.
- Teaching about the risks of online gaming, social media, and scams will not occur before Year 3.
- Puberty education will begin no earlier than Year 4.
- Conception and birth will only be taught from Year 5 onwards, in line with the Science curriculum.

Parents can request to see all teaching materials and have the right to withdraw their child from sex education beyond the National Curriculum for Science.

Relationships Education

Curriculum Area	Where this is taught in the curriculum
Families and people who care for me	EYFS and Y1 See Appendix 3
Caring friendships	KS1, KS2 See Appendix 3
Respectful relationships	KS1, KS2 See Appendix 3
Online relationships	UKS2
Being safe	KS2 See Appendix 3

Sex Education NB there will be no teaching of content which is delivered at Secondary (see Appendix 2)

Curriculum Area	Where this is taught in the school curriculum
NC Science related learning:	
External body parts	Y1
Human body as it grows from birth to old age	Y1/2
Puberty	Y5
Menstrual cycle	
Human reproduction (conception to birth)	Y6

Health and wellbeing education

Curriculum Area	Where this is taught in the school curriculum
General wellbeing	See Appendix 3

Online safety and harms	See Appendix 3
Physical health and fitness	See Appendix 3
Healthy eating	See Appendix 3
Drugs, alcohol, tobacco and vaping	See Appendix 3
Health protection and prevention	See Appendix 3
Personal safety	See Appendix 3
Basic first aid	See Appendix 3

5. Training of staff

Staff involved in RSHE delivery will receive regular training in line with curriculum updates, statutory changes, and identified CPD needs. RSHE leads will support with planning and resource development.

6. Delivery of the RSHE in the curriculum

RSHE may be taught in single-gender or mixed groups, depending on the topic. Resources such as videos, books, and discussions will be used with sensitivity to age and cultural backgrounds.

Safeguarding controls prevent pupils from accessing inappropriate content online, as detailed in the JMAT Online Safety Policy.

Staff will encourage discussion, listen to pupil views, and answer questions within curriculum scope. Questions outside the taught content will be referred to parents or a trusted adult.

RSHE will be inclusive of all pupils, including those with SEND, and adapted appropriately.

7. Working with families

We recognise some RSHE topics may cause concern for families. Our approach includes:

- Regular consultation with families (e.g. surveys, open evenings, meetings).
- Clear communication about curriculum coverage.
- Opportunities for parents to view resources.

Parents have the right to withdraw children from sex education lessons that are not part of the National Curriculum for Science.

8. Equal opportunities

RSHE will be delivered in accordance with the Equality Act 2010, ensuring all pupils are treated with dignity and respect. Teaching will be inclusive and recognise the diversity of families, including LGBTQ+ families, single-parent families, and families with different faith or cultural backgrounds. Lessons will be age-appropriate, sensitive, and free from bias or discrimination. All pupils will be encouraged to understand and respect differences, fostering an inclusive school community.

9. Confidentiality

Confidentiality is maintained in the classroom where possible. However, any disclosures related to safeguarding concerns will be reported in line with the JMAT Safeguarding Policy.

10. Child on Child abuse / bullying incidents

JMAT has a zero-tolerance approach to child-on-child abuse and bullying. Incidents related to RSHE will be dealt with in line with our Anti-Bullying and Safeguarding policies. Serious incidents may be reported to external authorities.

11. Monitoring and review

This policy is reviewed annually by the Senior Leadership Team and RSHE Lead. Monitoring includes:

- Reviewing feedback from parents, staff, and pupils.
- Lesson observations and resource reviews.
- Staff training records.

Changes will be communicated to all stakeholders.

12. Document history

Previous versions now deleted from system

Issue	Author/ Owner	Date Reviewed	Reviewed by	Approved by A&R Committee (date)	Comments/ Changes
V1	JMAT	July 2025	PRG	08/07/25	<ul style="list-style-type: none">• Section 8 – updated wording.• Some minor word changes to ensure compliance with updated guidance (July 2025).

Key:

PRG – Policy Review Group

A & R Committee – Audit and Risk Committee

Appendix 1

Science National Curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• Identify and name main external body parts.• Recognise that animals (including humans) reproduce.• Understand how humans grow from babies into adults.
Key stage 2	<ul style="list-style-type: none">• Describe the changes as humans develop to old age.• Understand human reproduction and development.

Appendix 2

Age restrictions for topic content:

- No teaching about gender identity.
- No additional sex education beyond the National Curriculum for Science, unless parents are consulted and withdrawal rights are explained
- No online harms content before Year 3.
- No puberty before Year 4.
- No conception/birth content before Year 5.

Appendix 3

RSHE curriculum coverage linked to ONE LIFE (PSHE AND RSHE scheme)

Families and people who care for me Curriculum content:	One Life Coverage:
1. That families are important for children growing up safe and happy because they can provide love, security and stability.	HT1 lesson 4 – all
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	HT1 lesson 4- all
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	HT1 lesson 4- al
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	HT1 lesson 4- all
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	HT1 lesson 4- Y5, Y6
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	HT1 lesson 4- Y5, Y6

Caring friendships Curriculum content:	One Life Coverage:
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	HT1 Lesson 5- all HT3 Lesson 3-all
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	HT1 Lesson 5- KS2
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	HT1 Lesson 5- KS2
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty,	HT1 Lesson 5- KS2

kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	HT3 Lesson 3-all
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	HT3 Lesson 3- all
6. How to manage conflict, and that resorting to violence is never right.	HT3 Lesson 3-all
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	HT3 Lesson 3-all

Respectful, kind relationships Curriculum content:	One Life Coverage:
1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	HT1 and general social fitness work
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	HT2 Lesson 6
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration	HT3 Lesson 4 Talk it Out
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	HT3 Lesson 3 & 4
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	HT2 Lesson 5 HT5 Lesson 3
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Each half term Talk it Out
7. The conventions of courtesy and manners.	HT5 Lesson 3
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	HT1 -self-awareness
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	HT3 Lesson 4 HT5 Lesson 5 – online
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	HT4 Lesson 4
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Each half term reflection

Online Relationships Curriculum content:	One Life Coverage:
1. That people sometimes behave differently online, including by pretending to be someone they are not.	HT4 Lesson 6

2. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.	HT4 Lesson 6
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	HT4 Lesson 6
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	HT4 Lesson 6
5. How information and data is shared and used online.	HT4 Lesson 6

Being Safe Curriculum content:	One Life Coverage:
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	HT2 Lesson 6
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	HT6 Lesson 4
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	HT2 Lesson 6
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Meet and Greet HT2 Lesson 6
5. How to recognise and report feelings of being unsafe or feeling bad about any adult	HT6 Lesson 4
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	HT Reflections
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	HT Reflections
8. Where to get advice e.g. family, school and/or other sources.	HT Reflections

<u>Mental Wellbeing Curriculum content:</u>	<u>One Life Coverage:</u>
1. <u>That mental wellbeing is a normal part of daily life, in the same way as physical health.</u>	<u>Central message</u>
2. <u>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</u>	<u>Reflection Friday – feelings wheel</u>
3. <u>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</u>	<u>Reflection Friday</u>
4. <u>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</u>	<u>Reflection Friday</u>
5. <u>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</u>	<u>Reflection Friday</u>
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	HT3 Lesson 6
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Talk it Out
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	HT3 Lesson 4
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	HT reflections
10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Morning Routine

<u>Internet Safety and Harms Curriculum content:</u>	<u>One Life Coverage:</u>
1. That for most people the internet is an integral part of life and has many benefits.	HT4 Lesson 6
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	HT6 Lesson 2
3. How to consider the effect of their online actions on others and know	HT5 Lesson 5
4. How to recognise and display respectful behaviour online and the importance of keeping personal information private.	HT5 Lesson 5
5. Why social media, some computer games and online gaming, for example, are age restricted.	HT5 Lesson 5
6. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	HT4 Lesson 6
7. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	HT4 Lesson 6
8. Where and how to report concerns and get support with issues online.	HT4 Lesson 6

Physical Health and Fitness Curriculum content:	One Life Coverage:
1. The characteristics and mental and physical benefits of an active lifestyle.	Reflection Fridays
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Reflection Fridays
3. The risks associated with an inactive lifestyle (including obesity).	Reflection Fridays
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Reflection Fridays

Healthy Eating Curriculum content:	One Life Coverage:
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	HT1 -Lesson 6
2. Understanding the importance of a healthy relationship with food.	HT1 -Lesson 6
3. The principles of planning and preparing a range of healthy meals.	HT1 -Lesson 6
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	HT1 -Lesson 6

Drugs, Alcohol and Tobacco Curriculum content:	One Life Coverage:
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	HT5 Lesson 6

Health and Prevention Curriculum content:	One Life Coverage:
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	HT6 Lesson 5
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	HT6 Lesson 5
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Reflection Fridays
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	HT6 Lesson 5
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	HT5 Lesson 5
The facts and science relating to allergies, immunisation and vaccination.	HT5 Lesson 5

Basic First Aid Curriculum content:	One Life Coverage:
How to make a clear and efficient call to emergency services if necessary.	HT5 Lesson 6
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	HT5 Lesson 6

