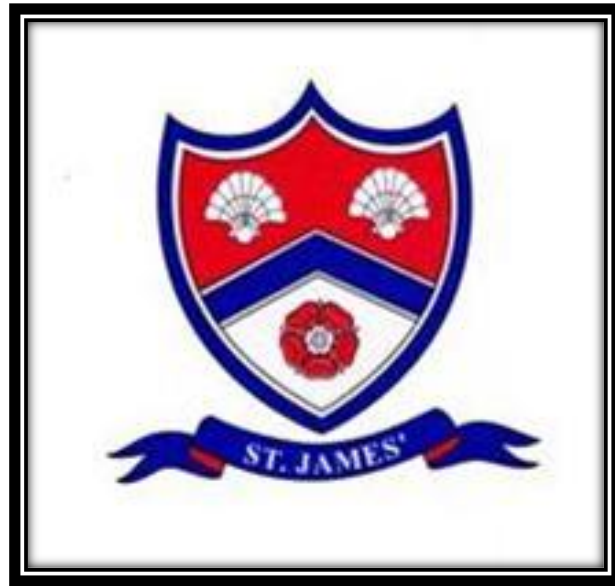




St James CE Primary School, Haslingden

Relationships and Sex Education Policy	
Written By	Caitlin Dunne
Date	September 2026
Review Date	September 2028

Growing in God's Love, Learning as we go.

Sowing Seeds of Kindness

ENDURANCE FORGIVENESS PEACE
FRIENDSHIP TRUST KOINONIA
THANKFULNESS

Mission Statement

To provide a high quality of education for all our Pupils within a Christian environment.

At St James', we aim to provide a secure, caring and stimulating environment in which children and adults are encouraged to strive to do their best in all aspects of their development.

Our motto 'Growing in God's love, learning as we go' provides the ethos for the Growth and Relationships programme which conveys the importance of Christian values and moral considerations valuing family life, stable, loving relationships, respect and care.

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 James 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 focuses 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.

School Vision

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

Aims

The aims of Relationship and Sex Education at St James' 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 be inclusive and adapt lessons to be age and stage of development appropriate
- 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).

Statutory requirements

This school complies with the requirements of The Equality Act (2010), Keeping Children Safe in Education (2020) and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education (2025). Relationship Education and Health Education is compulsory for Primary Education.

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 every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships, whilst respecting and valuing our bodies that are special and given by God. It also covers respect for others and staying safe.

Sex Education is only compulsory for Secondary Education and will not be taught throughout the years at St. James.

- Year One and Year Two- Growing and Changing, Discussing the correct terminology for body parts.
- Year Three and Year Four- Growing and Changing- Physical and emotional changes (the changes to our bodies, into adolescents, deepening of voices, basic body changes).
- Year Five and Year Six- Growing and Changing- Human reproduction (Statutory requirement following on from the Science National Curriculum) looking at the development from pregnancy, babies, adolescence to adulthood. The children will also be looking at puberty, physical and emotional changes.
- Year Five and Year Six- Healthy relationships- Exploring friendships, families and positive relationships. The children will again recap over puberty, physical and emotional changes.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy), however this is in years five and six.

Exclusion for Relationship Education

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum (e.g. the discussion of the changing of the adolescent body) and is a requirement of the government's statutory guidance.

To support parents further, an information sharing evening will be held to discuss queries following on from the letter given a date for the growing and changing lesson, to clarify all misconceptions.

As stated previously, we do not teach Sex Education explicitly (apart from reproduction in the Science curriculum).

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 also attend.

Curriculum Delivery of RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Our lessons discuss the importance of kindness, respect and consent (that it is ok to say no to hugs, etc.) allowing our children to feel more confident in their decisions.

Difficult questions & sensitive issues in relation to Sex Education

Our school's Relationship programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Sensitive topics

During consultation, parents and governors identified the following topics to be sensitive:

- Sexual intercourse (not taught in school)
- Gender identity (not taught in school)
- LGBTQ+

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked and seek acceptable responses to questions the children ask in this regard.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Our focus

At St. James, we feel these matters need to be taught in regard to age appropriateness, particularly regarding sensitive topics. Our main aims throughout the teaching of RSHE is to ensure that we promote positive, healthy relationships, the children feel safe and confident in discussing these, whilst also ensuring the children are safeguarded at all times, enabling them to confidently safeguard themselves. We always share with the children that it is ok to say no (consent) and this is carried out through our whole school approach in the teachings of RSHE.

As a school, we carefully plan out our lessons in PSHE and RSHE, ensuring that we feel the children are mature enough to discuss matters. Outlined after the policy are the topics that we study over in each year group which have been updated since the Relationship, Sex and Health Education guidance has been released (2025).

With this, there is a clear age limit set for discussing sensitive topics, (online gaming risks – not before Year 3, puberty – not before Year 4, etc.). As a school, we have discussed this and where needed have adapted this further to ensure that our teachings meet the needs of our children, with possibly delaying some lessons until we feel our children are ready to discuss these lessons fully or vice versa where the needs arise.

Online Safety

Our online safety policy is a different policy to this, however there are some key takeaways that link to both subjects. At St. James we ensure that online safety is taught in age-appropriate ways, ensuring that it is accessible for the children. We teach online safety throughout the whole school from Year Reception up until Year 6.

In our Online Safety and PSHE/RSHE lessons, there is more detailed coverage of online harms, covering topics such as fake social media accounts, ai generated content, deepfakes (used to create fake news or alter statements from politicians or public figures, etc, online scams) and photos that are not acceptable for children in our school. We will also cover the importance of sharing images and misogynistic influencers, recognising where and when to seek help.

In school we have a rigorous firewall which filters out anything that we would deem indecent, e.g. social media, certain images, betting sites, online shopping, advertisements, etc, allowing us to ensure your children are safe online at school at all times.

Parental engagement

At St James' 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 parent information evening will be stated on the letter given to parents about the growing and changing lesson. This session will go over general misconceptions, queries, worries and allowing parents to have a voice. At St. James we fully understand and cooperate with that parents have the right to know what their children are being taught and are given opportunities to discuss and understand the National Curriculum.

To support parents further, an information sharing evening will be held to discuss queries following on from the letter giving a date for the growing and changing lesson, to clarify all misconceptions and address any concerns.

To this end, we initially invited parents into school and held consultation 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.

Roles and responsibilities

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:

- Caitlin Dunne (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 is not right or a child may have disclosed, they must speak to the DSL and CPOMs. Please see the safeguarding policy for further information.

Confidentiality

As with safeguarding, confidentiality remains of utmost importance. Please see the confidentiality policy for further information.

Monitoring arrangements and assessments

The delivery of RSE is monitored through:

- *Planning*
- *Work scrutinies*

- *Learning walks*
- *Pupil conferencing*
- *Pink floor books*

Appendix 1-Curriculum Overview

Year Group	Content in terms			Member of staff responsible
	Autumn	Spring	Summer	
Reception	Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) Valuing Difference I'm special, you're special Same and different Same and different families I am caring I am a friend	Keeping Safe What's safe to go into my body Keeping myself safe- What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money: recognising spending, using Looking after money: saving and keeping it safe	Being My Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep Growing and Changing Seasons Life stages – plants, animals and humans Where do babies come from? (<u>adapted</u>) Getting bigger Me and my body – girls and boys (<u>adapted</u>)	B. Fawcett (class teacher) C. Dunne (PSHE/RSE lead) Vocabulary will be adapted to the age/maturity of the class.
Year One	Me and My Relationships Why we have classroom rules	Keeping Safe Super sleep Who can help? (1) Good or bad touches Sharing pictures	Being My Best I can eat a rainbow Eat well Harold's wash and brush up	C. Dunne (class teacher and PSHE/RSE lead) Vocabulary will be adapted to the age/maturity of the class.

	How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends Valuing Difference Same or different? Unkindness, teasing or bullying? Harold's school rules It's not fair! Who are our special people? Our special people balloons	What could Harold do? Harold loses Geoffrey Rights and Respect Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body! Growing and Changing Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates, private	
Year Two	Me and My Relationships Our ideal classroom (1) Our ideal classroom (20) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing? Valuing Difference What makes us who we are? My special people How do we make others feel?	Keeping Safe Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Rights and Respect Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping How can we look after our environment?	Being My Best You can do it! My day Harold's post card- helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs... Growing and Changing A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept	S.Arshad (class teacher) C. Dunne (PSHE/RSE lead) Vocabulary will be adapted to the age/maturity of the class.

	When someone is feeling left out An act of kindness Solve the problem			
Year Three	Me and My Relationships As a rule Looking after our special people How can we solve this problem? Tangram team challenge Friends and special Thunks Dan's dare My special pet Valuing Difference Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Keeping Safe Safe or unsafe? Danger or risk? The Risk robot Super searcher Help or harm? Alcohol and cigarettes: the facts Raisin challenge (1) Rights and Respect Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up!	Being My Best Derek cooks dinner Poorly Harold Body team work For or against? I am fantastic! Top talents Getting on with your nerves! Growing and Changing Relationship tree Body space None of your business! Secret or surprise? My changing body <u>adapted</u> Basic first aid	E.Dawson (class teacher) C. Dunne (PSHE/RSE lead) Vocabulary will be adapted to the age/maturity of the class.
Year Four	Me and My Relationships Human machines Ok or not ok? (1) Ok or not ok? (2) An email from Harold! Different feelings When feelings change Under pressure	Keeping Safe Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label Know the norms	Being My Best What makes me ME! Making choices SCARF hotel Harold's seven R's My school community (1) Basic first aid Volunteering is cool	K.Pickering (class teacher) C. Dunne (PSHE/RSE lead) Vocabulary will be adapted to the age/maturity of the class.

	Valuing Difference Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Traffic lights Rights and Respect Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses Why pay taxes? Logo quiz	Growing and Changing Moving house My feelings are all over the place! Secret or surprise? Together	
Year Five	<u>YEARS FIVE AND SIX WILL HAVE A DISCUSSION ON GROWING UP IN THE FIRST TERM</u> Me and My Relationships Collaboration challenge! Give and take Communication How good a friend are you? Relationship cake recipe Our emotional needs Being assertive Valuing Difference Qualities or friendship Kind conversations	Keeping Safe Spot bullying Play, like, share (1) Play, like, share (2) Decision dilemmas Vaping: healthy or unhealthy? Would you risk it? Ella's diary dilemma Thinking about habits Drugs: true or false? Smoking: what is normal? Rights and Respect What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local council	Being My Best It all adds up! Different skills My community (2) Independence and responsibility Star qualities? Basic first aid: including Sepsis awareness Growing and Changing How are they feeling? Taking notice of our feelings? Dear Ash? Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager-get me out of here! Dear Hetty	M.Marren (class teacher) C. Dunne (PSHE/RSE lead) Vocabulary will be adapted to the age/maturity of the class.

	Happy being me That land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone			
Year Six	<u>YEARS FIVE AND SIX WILL HAVE A DISCUSSION ON GROWING UP IN THE FIRST TERM</u> Me and My Relationships Working together Let's negotiate Solve the friendship problem Dan's day Behave yourself Assertiveness skills Don't force me Acting appropriately Valuing Difference Ok to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? –	Keeping Safe Think before you click! It's a puzzle To share or not to share? Rat park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (1) Joe's story (2) Rights and Respect Two sides to every story Fakebook friends What's it worth? Jobs and taxes Happy shoppers- caring for the environment Action stations Project pitch (1 and 2) Democracy in Britain (1) Elections Democracy in Britain (2) How (most) laws are made Community art	Being My Best This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis awareness Five ways to Wellbeing project Growing and Changing I look great! Media manipulations Pressure online Helpful or unhelpful? Managing change Is this normal? <u>adapted</u>	K.Simister (class teacher) C. Dunne (PSHE/RSE lead) Vocabulary will be adapted to the age/maturity of the class.

	challenging gender stereotypes			
--	--------------------------------	--	--	--