

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

St Bartholomew's Primary School

Date agreed by Governing Board	July 2026
Co-Chairs of Governing Board	*Bettina Carlyon and Gwilym Jones*
Headteacher	*Daniel Meyer*
Date to be reviewed by Governing Board	July 2028

This version supersedes all previous versions of this policy.

RSHE POLICY

1. INTRODUCTION

At St Bartholomew's Primary, our vision for education is rooted in the belief that every person is created in the image of God, loved by Him, and called to flourish. Through our Relationships, Sex and Health Education (RSHE) curriculum, we seek to help children grow in wisdom, hope, community and dignity — the four core values of the Church of England's Vision for Education.

RSHE is about more than knowledge. It is about nurturing the character, compassion and confidence that enable young people to make wise and healthy choices in their relationships and lives.

2. PURPOSE AND RATIONALE

The purpose of RSHE is to help pupils develop the understanding and skills to build positive, respectful relationships, both online and offline, and to make sense of the physical and emotional changes they experience as they grow.

In our school, RSHE contributes to the broader curriculum aims by promoting emotional literacy, resilience, self-esteem, and a culture of kindness and respect. RSHE is taught in the context of family, friendship, faith, and community — recognising that healthy relationships are built on trust, honesty, and mutual respect.

3. STATUTORY FRAMEWORK

Our RSHE policy meets the requirements of:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance* (DfE, July 2025, replacing the 2020 version)
- *Keeping Children Safe in Education* (2025)
- *Education Act 2002* (Section 78)
- *Equality Act* (2010)
- *Church of England's Flourishing for All: Anti-Bullying Guidance* (2025), replacing *Valuing All God's Children*
- *Church of England Vision for Education: Deeply Christian, Serving the Common Good* (2016)

The Governing Body has carefully reviewed these statutory and faith-based frameworks to ensure this policy reflects both the law and our Christian ethos. Governors have engaged with current national guidance, diocesan advice, and educational research to shape a curriculum that is evidence-informed, age-appropriate, and faithful to the school's vision.

This considered approach ensures that RSHE at St Bartholomew's Primary is consistent with the most recent DfE expectations while also expressing the distinctive Christian understanding of human dignity, flourishing, and relationship.

4. CURRICULUM CONTENT

Our RSHE curriculum is developmental and progressive, carefully sequenced so that pupils revisit key concepts as they mature, deepening their understanding and applying skills with greater confidence and discernment. We use Kapow Primary to ensure that our schemes of work and lesson plans offer full coverage of the national curriculum.

Beginning in the Early Years and continuing through to Year 6 (and beyond in secondary settings), children build their knowledge step by step, learning first to recognise emotions, form friendships, and show respect, before exploring more

complex ideas about consent, wellbeing, and digital life as they grow.

Pupils learn about:

• **Relationships** – families, friendships, respect, consent, and online safety
• **Health** – mental wellbeing, healthy lifestyles, managing emotions, first aid, and puberty
• **Sex Education** – factual, age-appropriate learning about reproduction, mainly through science, with additional preparation for adolescence and body confidence

This approach ensures that understanding is revisited, reinforced, and extended each year, enabling pupils to develop not only factual knowledge but also emotional intelligence, empathy, and self-respect. RSHE learning is integrated across PSHE, RE, and Science, and is often linked to themes in collective worship, ensuring coherence between spiritual, moral, social, and cultural development.

5. TEACHING RSHE

RSHE is taught through discrete, timetabled PSHE lessons usually led by your child's class teacher, who approach the subject with sensitivity, honesty, and respect.

Teaching takes place within a safe and inclusive classroom environment where pupils feel secure to ask questions, reflect, and explore ideas without judgement. Lessons are interactive and engaging, using a variety of methods such as stories, discussion, drama, reflection, and collaborative group work. Each lesson is underpinned by the Christian values of love, dignity, compassion, and respect, helping pupils to see that healthy relationships and self-understanding are part of God's design for human flourishing.

While RSHE is taught as a distinct element of the PSHE curriculum, its themes are also strengthened and reinforced across school life — for example through Collective Worship, RE, and pastoral activities.

Visitors such as health professionals, the school nurse, local clergy, or community partners (including the police) may contribute to RSHE provision, providing real-world perspectives and expertise. All visitors are briefed on the school's ethos and must follow safeguarding and confidentiality procedures at all times.

6. SUBJECT CONTENT

We ensure age-appropriate and progressive coverage of the RSHE guidance, which aims to:

- help pupils develop an understanding of different types of relationships, including family relationships.
- help pupils to develop skills in forming, respecting and maintaining relationships with others, including their peers.
- help pupils develop understanding of online relationships, being safe and the media.
- teach pupils about the changes to their body that occur during puberty.
- teach pupils about reproduction, intimate and sexual relationships, including lesbian, gay and bisexual relationships, sexual health.

As in all subjects at St Bartholomew's Primary, the curriculum and teaching resources are adapted to meet the

accessibility needs of all pupils, including those with SEND and/or EAL.

Over the course of pupils' time at the School, they will cover the following Relationships and Health Education curriculum content. For further details, please see the full curriculum plans.

Families
• The importance of stable, caring families.
• Recognition of diverse family structures (e.g., single parents, LGBT+)
• Recognising unsafe family situations and how to seek help.

Friendship
• Skills for healthy, respectful friendships.
• Managing conflict and recognising when friendships are harmful.

Relationships
• Healthy relationships based on mutual respect.
• Setting boundaries and managing feelings.
• Challenging stereotypes and bullying.
• Respecting others' differences.

Online safety
• Respectful online behaviour and reporting concerns.
• Why age limits exist for social media.
• Risks of image sharing.
• Online privacy and recognising harmful contact.
• Gaming and financial scams
• Screen time impact.

Mental health and wellbeing
• Recognising emotions.
• Seeking help for mental health concerns.
• Grief, bullying, and isolation.

Physical health and wellbeing
• Diet and exercise.
• Risks of an inactive lifestyle.
• Smoking, vaping, nicotine, and drugs.
• Personal hygiene, sleep, dental care.
• Vaccination, sun safety, and signs of potential illness.

First aid and personal safety
• Emergency calls and first aid basics.
• Water, railway and road safety.

Real-world safety
• Understanding personal boundaries.
• Reporting abuse or worrying behaviour.
• Using correct vocabulary for body parts.
• Changing bodies.
• Puberty, menstruation (including use of inclusive terminology) and body changes.

7. INCLUSION AND EQUALITIES

In line with *Flourishing for All* (Church of England, 2025), our RSHE curriculum reflects our unwavering commitment to treat every pupil as a unique child of God, deserving of dignity, respect, and belonging. We recognise that true flourishing is only possible when every member of the school community feels valued, safe, and seen.

Our teaching actively promotes inclusion and celebrates the richness of human diversity. Pupils learn to recognise unfairness and to challenge discrimination, prejudice, and stereotypes in all their forms — including those related to race, gender, sexuality, disability, faith, family structure, and culture. Through thoughtful discussion and compassionate teaching, we equip young people to build communities of kindness, justice, and mutual respect.

We affirm the value and voice of every child, ensuring that RSHE content and delivery are inclusive, accessible, and sensitive to pupils' individual needs, family backgrounds, and beliefs. Resources and

language are chosen carefully to promote respect, empathy, and self-understanding. Staff receive training to ensure confidence in delivering inclusive education that reflects both statutory duties under the Equality Act (2010) and our Christian calling to "love your neighbour as yourself."

The message of inclusion is also reinforced through collective worship, pastoral care, and the wider curriculum, ensuring that equality and dignity are not only taught but lived daily in the life of the school.

We comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149), when teaching RSHE. We ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

8. SAFEGUARDING AND CONFIDENTIALITY

RSHE supports safeguarding by helping pupils recognise unsafe situations and know how to seek help. Any disclosures are managed in line with the school's Safeguarding and Child Protection Policy and referred to the Designated Safeguarding Lead (DSL). The DSL and school safeguarding team can be contacted directly by email (safeguarding@st-bartholomews.lewisham.sch.uk) or through the School Office.

RSHE POLICY

This is our long-term planning for RSHE. Please contact the school office (info@st-bartholomews.lewisham.sch.uk) if you would like to see a more detailed overview of each unit or examples of materials used in school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Y1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Y2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Y3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Healthy protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Y5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Y6	My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?