



**Moordown St. John's
Church of England Primary School**

Policy for Relationships, Sex and Health education

**“A Christian community where commitment
to educational excellence changes lives.”**

The Board of Directors of Moordown St. Johns CE Primary School, ratified this policy on 09.07.2026.

Review Date: June 2029

A copy of this policy in an alternative format, such as large print or different language,
may be provided on request from the school office

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1. Introduction

As a church school, the birth of Christ makes clear that the whole person (body, mind and spirit) is made in the image of God and of infinite value. At Moordown St. John's Primary School (MSJ) we believe that the development of the *whole person* (physically, morally, spiritually and intellectually), are fundamental to our purpose.

This development is influenced by the child's feelings towards themselves and their relationships with others. Sexuality is an integral part of everyone's personality: of what they are physically, what they feel emotionally and how others perceive them in terms of gender and expectations. The appropriate and fulfilling expression of sexuality requires elements of awe and wonder, and of discipline and self-control.

Our Relationships, Sex and Health Education policy and associated programme is planned to provide opportunities for the children to develop an understanding of, and respect for, their own and others sexuality. Key to this is developing skills which promote and maintain positive relationships and respect.

At MSJ school, the foundation for our sex and relationships education programme is in the development of making safe choices, self-esteem and healthy relationships with others.

2. Legal Requirements

MSJ provides Relationships Education, Relationships and Sex Education (RSE) and Health Education in accordance with the Children and Social Work Act 2017 and the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025), which schools must have regard to from September 2026.

Legally, primary schools are not required to provide sex education but we do need to teach elements of 'human reproduction' as contained in the science curriculum. The Board of Directors have decided to deliver Relationships and Sex Education as part of its Physical, Social, Health and Economic curriculum (PSHE).

This policy is consistent with the Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

3. Definitions

Relationships, Sex and Health Education (RSHE) is about the emotional, social and cultural development of pupils. It does involve learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

Relationships Education: At Primary level the focus is on positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults (including safe online relationships).

Sex Education: At Primary level, the focus is how male and female bodies change during puberty and how a baby is conceived and born. It is closely aligned with the human reproduction part of the Science curriculum and how bodies change over time.

Health Education: At Primary level the focus is on the characteristics of good physical health and mental wellbeing.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is *not* about the promotion of sexual activity.

4. A Church of England School

The legislation allows schools to teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious.

As a Church of England school, we have also adopted the following Diocese recommended resources.

4.1 Charter for faith sensitive and inclusive relationships education

MSJ has undertaken to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*. See **Appendix 4** for the full charter, but in summary these are:

4.1.1. *To work in partnership with parents and carers.*

Relationships education (and particularly Sex education) complements and supports the role of parents. Home/School partnerships should always be encouraged to ensure that sex education is a shared responsibility.

4.1.2. *That RSHE will be delivered professionally and as an identifiable part of PSHE.*

At MSJ School, this means we have adopted the SCARF programme and follow its scheme of work. See **Appendix 2** for more details.

4.1.3. *That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.*

At MSJ School, this means that while we value faithfulness and committed long term relationships as the basis for healthy sexual relationships in line with our understanding of Christian teaching, we also recognise and value other family structures e.g. single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

We will acknowledge that pupils come from backgrounds that reflect differing values, cultures, religious beliefs and experiences. A significant part of our RSHE programme is that we 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.

We are alive to issues such as everyday sexism, racism, misogyny, homophobia and gender stereotypes and we strive to take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled e.g. as part of the *anti-bullying* programme. Staff have an important role to play in modelling positive behaviours.

Our lesson guidelines for staff can be found in **Appendix 5**.

4.1.4. *That 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 pornography in all its forms.*

Our RSHE programme of study is closely aligned with our *safeguarding policy* and *online safety policy*. Our PSHE curriculum will sensitively help children understand the difference between safe and abusive relationships and equip them with the skills to get help if they need it.

We also supplement our **SCARF lessons with resources called ‘Trickbox’** which develop empathy and emotional resilience in children.

4.1.5. That RSHE will promote healthy, resilient relationships set in the context of character and virtue development.

Based on the school's core values we will seek to develop character within a moral framework based on the fruits of the spirit.

4.1.6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.

We will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

Teaching relating to biological sex will be factual, age-appropriate and in accordance with statutory guidance. The school will not promote any particular viewpoint and will encourage respectful discussion whilst recognising the legal protections afforded by the Equality Act 2010.

We have set out our planned programme of study in **Appendix 2**.

4.1.7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.

PSHE lessons are planned to be fully inclusive and to ensure that every pupil will receive equal and appropriate access.

4.1.8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.

4.2 Flourishing for all

MSJ School follows the Church of England's *Flourishing for All guidance (2025)*, which seeks to ensure that every child is treated with dignity, respect and compassion. We are committed to preventing all forms of prejudice-based bullying, including homophobic, biphobic, transphobic, race-based, faith-based and disability-related bullying. We seek to create a school culture where every child is known, valued and able to flourish.

5. Policy Development

In accordance with the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025), this policy has been developed through consultation with staff, pupils, parents, directors and other stakeholders.

A full review of the policy was undertaken during the Summer Term 2026 in preparation for the implementation of the updated statutory guidance from September 2026. This review included consideration of the updated Department for Education guidance, Diocese of Winchester and Portsmouth Board of Education guidance, Church of England resources and the needs of the school community. The policy development process included the following stages:

- 1. Policy Review**

The Headteacher and PSHE/RSHE Leader reviewed the existing policy, curriculum provision and associated resources against current statutory requirements, diocesan guidance and best practice.

- 2. Staff Consultation (June 2026)**

Teaching and support staff were given opportunities to review the draft policy, curriculum content and proposed amendments. Feedback was gathered and considered as part of the review process.

3. **Parent and Stakeholder Consultation (July 2026)**

Parents, carers and other interested stakeholders were invited to review the proposed policy changes, curriculum content and resources. Opportunities were provided for questions, discussion and feedback, which informed the final version of the policy.

4. **Pupil Voice**

The views of pupils were sought through age-appropriate consultation activities. This helped ensure that the curriculum remains relevant, supports pupils' wellbeing and addresses the issues that children identify as important in their lives and relationships.

5. **Leadership and Director Review**

Feedback from all consultation activities was considered by school leaders. Amendments were made where appropriate before the policy was presented to the Board of Directors.

6. **Ratification**

The final policy was approved and ratified by the Board of Directors.

7. **Publication and Communication**

The policy is published on the school website and made available to parents and carers upon request. Parents are informed about the content of the RSHE curriculum and may view curriculum materials and resources used to support teaching.

8. **Ongoing Review**

This policy will be reviewed at least every three years, or sooner if there are significant changes to legislation, statutory guidance or local circumstances. Any material changes will be subject to appropriate consultation with staff, pupils, parents and directors before approval.

6. Policy Aims

The aims of relationships, sex and health education (RSHE) at Moordown St. John's CE Primary School are to:

- To develop each child's awareness and value of self and their unique strengths. Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- To ensure that RSHE will be delivered professionally and a planned programme be taught in a carefully sequenced way.
- To work in partnership with parents and carers to ensure that they fully understand what is taught and how it is taught.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.
- To not discriminate against any of the protected characteristics in the Equality Act of 2010 and to be sensitive to the faith and beliefs of those in the school and the wider school community.
- Help pupils understand that they have rights and should have control over who touches their body and develop the ability to make informed choices, decisions, regardless of conflict and pressure (including online safety and peer on peer relationships).

7. Curriculum

RSHE is taught within the PSHE Curriculum and is planned following the 'Corum Life Education SCARF' units of work and these have been developed in-line with the PSHE Association. The full PSHE overview is available on the school website.

The **Changing and Growing units (linked specifically to the teaching of puberty and sex education)** is set out as per **Appendix 2**.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. We have carefully some of these lessons for MSJ school. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The RSHE curriculum will also support pupils to understand loneliness, grief, bereavement, emotional wellbeing and strategies for seeking support when experiencing difficult feelings or life events.

8. Implementation and Delivery

8.1 RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Through RSHE and Online Safety education, pupils will also learn about age restrictions on social media platforms, the risks associated with sharing images and personal information online, the reliability of online content, online scams and manipulation, and strategies for seeking help when concerned about online content or contact.

8.2 RSHE will be delivered and enriched in a variety of ways including:

- Linking RSHE to other curriculum areas or incorporating it within a theme.
- Discrete lessons or blocked units of work.
- Ongoing personal and social activities.
- Circle Time Sessions, including a series of sessions over a period of time or spontaneous sessions in response to a particular need or situation.
- Acts of Collective Worship.
- Inviting visitors to school to address the children.

8.3 **All teachers will plan their own RSHE using the 'SCARF Scheme of Work' as set out in the whole school RSE Curriculum Map.** Teachers will develop their knowledge and understanding of the RSHE elements at an appropriate age and cognitive level for the pupils they teach.

8.4 Teachers will foster children's ability to reflect on their own experiences in order to understand the feelings and viewpoints of others

8.5 Teachers will allow a space for expression of feelings and viewpoints and will foster by example an attitude of respect and empathy in discussion.

8.6 If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online (also see responding to **difficult and sensitive questions**)

8.7 Teachers will be aware of the confidential nature of some issues discussed during PSHE sessions and will adhere to safeguarding policy and procedures.

8.8 All staff will promote the Fundamental British Values with the children and use the language of these in RSE curriculum work.

8.9 Primary Sex Education will focus on preparing boys and girls for the changes puberty brings and how a baby is conceived and born.

8.10 The PSHE Leader will monitor progress in RSHE through lesson observation and joining in with class Circle Times, work sampling, conversations and interviews with children. It is acknowledged that by its nature, RSHE is not always evidenced in written outcomes, but by behaviours and attitudes.

8.11 Parents will be informed in advance of the teaching of puberty and sex education units and will be given opportunities to view teaching materials, resources and curriculum content. Curriculum materials used in RSHE will be made available to parents upon request, subject to copyright restrictions. The school will consult with parents when reviewing this policy and will inform parents if curriculum provision changes significantly from that outlined within this policy.

8.12 Whilst this policy sets out the planned RSHE curriculum, there may be occasions when teaching is adapted to respond to emerging safeguarding issues, local circumstances, changes within the school community or specific needs of pupils. Where significant changes are made to planned content, parents will be informed where appropriate.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The National Curriculum for Science covers the following topics and they are compulsory for all children to learn:

- **In Year 2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.
- **In Year 5 & 6**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

Information about the Sex & Relationships Education taught at Moordown St. John's that is additional to the compulsory science curriculum can be found in **Appendix 2** of this policy.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

9. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include:

- family lifestyles and values
- physical and medical issues
- financial issues
- bullying
- bereavement

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

9.1 Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Equally, children of the same age may be developmentally at different stages, so highlighting some questions to the whole class may be inappropriate. We want to avoid a sexualisation of childhood.

Our principles for managing difficult questions are;

- Teaching methods should take account of these developmental differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Staff will always inform a colleague before speaking individually to a child on these subject areas.
- If a child's question seems inappropriate, these should not be discussed with the whole class. These questions will usually be referred to parents rather than answered in school. We trust our teachers to make wise decisions in this regard, but if necessary they are encouraged to refer any concerns to the Senior Leadership Team and record these concerns on the school's child protection online monitoring system.

Some topics of enquiry may also be referred back to parents/carers if deemed by the teacher not to be age- appropriate for the year group in question.

10. Roles and responsibilities

10.1 The board of directors

The board of directors will approve the RSHE policy, and hold the headteacher to account for its implementation.

10.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

10.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Ensuring that any visiting professional supporting the delivery of the RSHE curriculum will have read and understood this policy prior to working at the school.

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

10.4 Pupils

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

11. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. Alternative work will be given to pupils who are withdrawn from sex education and this will take place in another classroom / learning space.

Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the headteacher. In line with Government advice, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher has a duty to point out the potential social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Following these discussions, the Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in school, other than as part of the science curriculum.

There is no right to withdraw from Relationships Education or Health Education.

12. Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSHE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Designated Safeguarding Lead within the school, who will then deal with the matter in consultation with health care professionals (see also Safeguarding Policy).

13. Inclusion

The RSHE curriculum is designed to be inclusive and accessible to all pupils, including those with SEND. Teachers will adapt content, language and resources where necessary to meet individual needs. We recognise that pupils with SEND may be more vulnerable to bullying, exploitation, abuse and harmful sexual behaviour and therefore may particularly benefit from high-quality RSHE teaching.

14. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

Training will include responding to difficult questions, handling sensitive discussions, safeguarding procedures, age-appropriate delivery of content and developments in statutory guidance.

Where necessary, the headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

15. Monitoring & Evaluation Arrangements

The delivery of RSHE is monitored by the school's PSHE & RSHE Subject Leader through work & planning scrutiny, pupil interviews & learning walks in line with the school's monitoring & evaluation processes. Directors will monitor the policy through liaison with & reports from the subject leader.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

The Directors give serious consideration to any comments from parents about the RSHE programme, and make a record of all such comments.

15.1 Complaints Procedure

If you have any cause for concern about the Relationships, Sex and Health Education Policy, please come into the school to resolve the problem as soon as possible with the class teacher initially and if necessary the Headteacher. In the unlikely event that the concern cannot be dealt with, the complaints policy should be followed.

This policy has been considered and ratified by the Board of Directors on

This policy will be reviewed by the Headteacher every 3 years or when there are changes in the legislation. At every review, the policy will be approved by the Board of Directors. The next review is due to take place in June 2029

Signed:



Chair, Board of Directors

Date: 09.07.2026

Appendix 1: Statutory Relationships, Sex and Health Education Outcomes

By the End of Primary School, Pupils at Moordown St John's Should Know:

The following outcomes are drawn from the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2025) and are delivered through the school's PSHE curriculum, principally through the SCARF programme and related safeguarding, online safety and wellbeing education.

1. Families and People Who Care for Me

Pupils should know:

- That families are important for children growing up because they can provide love, care, security and stability.
- The characteristics of safe and happy family life, including commitment, protection, support and spending time together.
- That families may look different from one another, including single-parent families, adoptive families, foster families, kinship families, families headed by grandparents, same-sex parents and blended families.
- That stable, caring relationships are important for children's wellbeing and security.
- That marriage and civil partnerships are formal and legally recognised commitments intended to be lifelong.
- How to recognise when family relationships are making them feel unhappy or unsafe and how to seek help.

2. Caring Friendships

Pupils should know:

- How important friendships are in making people feel happy, secure and valued.
- The characteristics of healthy friendships including kindness, honesty, trust, loyalty, respect and support.
- That friendships can change and sometimes experience difficulties which can often be resolved.
- That loneliness is something many people experience at times and that there is no shame in seeking support.
- How to manage disagreements and conflict respectfully.
- How to recognise when a friendship is making them feel unhappy, uncomfortable or unsafe.
- How and where to seek help when needed.

3. Respectful Relationships

Pupils should know:

- The importance of treating everyone with kindness, dignity and respect.
 - That people may have different beliefs, backgrounds, cultures, abilities and family circumstances.
 - That everyone has the right to be treated respectfully.
 - The importance of self-respect and positive self-esteem.
 - How to communicate effectively and manage disagreement respectfully.
 - The importance of setting and respecting personal boundaries.
 - That stereotypes can be unfair, harmful and limiting.
 - The different forms of bullying, including cyberbullying, prejudice-based bullying and discriminatory language.
 - The responsibilities of bystanders to seek help and report concerns.
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4. Online Relationships and Digital Safety

Pupils should know:

- That the same principles of kindness, respect and honesty apply online as offline.
 - That people may behave differently online and may pretend to be someone they are not.
 - That there are age restrictions on social media platforms.
 - The importance of protecting personal information online.
 - The risks of sharing photographs, videos and personal details online.
 - That information online is not always accurate or trustworthy.
 - How to identify harmful online content, contact and behaviour.
 - How to report concerns and seek support if something online makes them feel worried, unsafe or uncomfortable.
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5. Being Safe

Pupils should know:

- That their body belongs to them.
 - The differences between safe, appropriate and unsafe physical contact.
 - The correct names for external body parts including penis, vulva, vagina, testicles and scrotum.
 - That all private body parts are private.
 - The importance of privacy and personal boundaries.
 - That it is not always right to keep secrets if they relate to safety.
 - How to recognise unsafe situations and unsafe relationships.
 - How to seek help and keep asking until they are heard.
 - Who trusted adults are and how they can help.
 - How to report concerns, abuse or unsafe behaviour.
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6. Physical Health and Wellbeing

Pupils should know:

- The benefits of regular physical activity.
 - The importance of spending time outdoors.
 - The characteristics of a healthy lifestyle.
 - What constitutes a healthy and balanced diet.
 - The importance of sleep and rest for wellbeing.
 - The risks associated with an inactive lifestyle.
 - The importance of personal hygiene and oral health.
 - The importance of vaccinations and immunisations.
 - Basic facts about medicines and how they should be used safely.
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7. Mental Health and Emotional Wellbeing

Pupils should know:

- That everyone experiences a range of emotions.
 - How to recognise and talk about their feelings using appropriate vocabulary.
 - That worrying and feeling sad are normal emotions that everyone experiences at times.
 - How to manage emotions and seek support when needed.
 - That isolation and loneliness can affect wellbeing.
 - That change, loss and bereavement can bring different emotions.
 - That grief is a natural response to loss and everyone experiences it differently.
 - Where and how to access support for emotional wellbeing.
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8. Health Protection and Personal Safety

Pupils should know:

- How to recognise hazards and reduce risks.
 - How to stay safe around roads, railways and water.
 - The Water Safety Code and basic principles of keeping safe near water.
 - How germs, bacteria and viruses spread.
 - The importance of handwashing and personal hygiene.
 - Basic first aid principles and how to summon emergency help.
 - How to make an emergency call and what information emergency services need.
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9. Drugs, Alcohol, Tobacco and Vaping

Pupils should know:

- That drugs, alcohol, tobacco and vaping products can be harmful.
 - The risks associated with smoking and vaping.
 - The risks of nicotine addiction.
 - How to seek help if they have concerns about substance use.
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10. Growing and Changing

Pupils should know:

- About the human life cycle.
 - How bodies grow and change over time.
 - The physical and emotional changes associated with puberty.
 - About menstruation and menstrual wellbeing.
 - How to manage the changes associated with puberty.
 - How to seek support and advice during puberty.
 - About personal hygiene during adolescence.
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11. Primary Sex Education (Non-Statutory)

In addition to statutory Relationships Education, Health Education and Science, Moordown St John's teaches age-appropriate sex education in Year 6.

Pupils should know:

- That sexual intercourse is one way in which a baby may be conceived.
- That conception occurs when a sperm joins with an egg.
- That pregnancy occurs when a fertilised egg implants in the womb.
- That babies develop before birth and are born from their mother.
- That sexual relationships should only take place between consenting adults.
- That people may choose to prevent pregnancy through contraception.
- The responsibilities associated with becoming a parent or carer.

Parents have the right to withdraw their child from these non-statutory elements of sex education in accordance with Section 11 of this policy.

MSJ RSHE Policy - Appendix 2: Curriculum map

Relationships and sex education curriculum map

The lessons and learning objectives in this appendix are taken from the [SCARF RSHE scheme of work](#). A small number of adaptations have been made to ensure the curriculum reflects the needs and context of the Moordown St John's community while remaining aligned with statutory requirements.

This curriculum map identifies the lessons that contain the most sensitive content relating to relationships, puberty and sex education. Most of this content is taught within the SCARF *Changing and Growing units*, which are usually delivered during the final half-term of the academic year. Where similar content is taught at other times, this has also been highlighted.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 2	Children will be able to: • Understand that there are changes in nature and humans; • Name the different stages in childhood and growing up; • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Know how to keep themselves safe.	SCARF: Growing and Changing • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? <i>Within this lesson, there is an optional discussion activity which introduces the difference between marriage and civil partnership. At Moordown St John's, this concept is taught in later year groups where it can be explored in greater depth and in the wider context of relationships education. Therefore, this element is not taught as part of this lesson.</i> • Getting bigger

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 2	Children will be able to: • Recognising what makes them unique and special; feelings; managing when things go wrong • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • Children are taught to identify parts of the body that are private. • Describe ways in which private parts can be kept private. • Identify people they can talk to about their private parts. • Name parts of the body (including reproductive parts) using the correct vocabulary: penis, vulva, vagina, testicles, scrotum, nipples, breasts, anus. • Tell or ask an appropriate adult for help if they feel unsafe.	SCARF: Growing and Changing • Healthy me • Then and now • Taking care of a baby • Who can help? (2) • Surprises and secrets • Keeping privates private SCARF: Keeping Safe (Spring 1) • Me and my body - girls and boys (R) <i>This lesson introduces children to the names of the main external body parts, including private body parts, and supports the teaching of the NSPCC PANTS rule. At Moordown St John's, this lesson has been moved from Reception to Year 1 to ensure the content is taught at an age and stage that is appropriate for our pupils.</i> • Good or bad touches

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	Children will be able to: • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, scrotum, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year • Revisit PANTS resource • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	SCARF: 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 SCARF: Keeping Safe (Spring 1) • I don't like that! <i>This lesson revisits the NSPCC PANTS rule and reinforces pupils' understanding of body privacy, personal boundaries and the correct names for private body parts.</i>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	Children will be able to: • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	SCARF: Growing and Changing • Relationship tree • Body space • None of your business! • Secret or surprise? • Basic first aid

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	Key Vocabulary Eggs, menstruation, periods, tampons, public hair, ovaries, fallopian tubes, cervix, lining of the uterus, ovulation, sperm, semen, testicles, genitals, penis, breast, vagina, scrotum, vulva, anus. Children will be able to: - Identify parts of the body that males and females have in common and those that are different; - Know the correct terminology for their genitalia; - Understand and explain why puberty happens. - Recognise that babies come from the joining of an egg and sperm; - Explain what happens when an egg doesn't meet a sperm; - Understand that periods are a normal part of puberty for girls; - Identify some of the ways they can cope better with periods. - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; - Recognise that marriage and civil partnership are legally recognised commitments between two people, including same-sex and opposite-sex couples, and know that whilst the Church of England teaches that marriage is between one man and one woman, people hold a range of beliefs and all individuals and families should be treated with dignity and respect. - Know the legal age for marriage or civil partnership in England or Scotland; - Discuss some of the reasons why a person would want to be married, or live together, or have a civil ceremony.	SCARF: Growing and Changing - Moving House - Secret or Surprise - My feelings are all over the place! - Preparing for changes at Puberty <i>Note that activity 3 "Wet Dreams", is not covered within this unit. While nocturnal emissions are discussed as part of male puberty and growing up, the level of detail and emphasis within this activity is not considered age-appropriate for our pupils.</i> - All change! <i>Note that the 'puberty for boys' video is not shown (due to frequent mentions of the word masturbation)</i> <i>Note that the "Starting Families" activity 3 is also not delivered at this stage because, rather than focusing on the biological aspects of puberty, it explores the reasons for sexual intercourse and relationships, which are covered later in the primary curriculum.</i> - Together <i>Within this unit, the following statutory requirements are covered:</i> - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	Key Vocabulary Eggs, menstruation, periods, tampons, public hair, ovaries, fallopian tubes, cervix, lining of the uterus, ovulation, sperm, semen, testicles, genitals, penis, breast, vagina, scrotum, vulva, anus. Children will be able to: - Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens. - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty. - Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped. - Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens. - Understand that the information we see online either text or images, is not always true or accurate; - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; - FGM is briefly mentioned to the children and the following phrase is used: <i>"Sometimes people commit crimes against a girl's body which involve cuts being made to her vulva, this is known as female genital mutilation or FGM."</i> - Recognise that some people can get bullied because of the way they express their gender - Give examples of how bullying behaviours can be stopped. - Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.	SCARF: Growing and Changing - How are they feeling? - Taking notice of our feelings - Dear Ash - Help! I'm a teenager, get me out of here. - Growing up and changing bodies - Changing bodies and feelings* <i>*In activity 2, labelling external body parts, the additional content relating to circumcision and associated cultural, religious, legal, and safeguarding considerations is not covered within our curriculum. However, the term may be briefly explained if raised by pupils.</i> <i>"Circumcision is a procedure where a small piece of skin called the foreskin is removed from the end of the penis. Some families choose this for religious, cultural, or medical reasons."</i> SCARF: Valuing Difference (Autumn 2) - Stop, start, stereotypes <i>This lesson does not explicitly teach gender identity, gender reassignment or gender expression. However, discussion may include examples of unfair treatment based on stereotypes or assumptions about how boys and girls should look, behave or express themselves. The lesson also challenges discriminatory language and stereotypes relating to sexual orientation, promoting respect and inclusion for all e.g. 'gay' as a term of abuse.</i>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2	Key Vocabulary (Year 5 plus) conception, pregnancy, fertilisation, contraception, condom, consensual, erection, ejaculation, sexual intercourse, pornography, sharing nudes and semi-nudes Children will be able to Human reproduction and birth; increasing independence; managing transitions - to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel - about the transition to secondary school and how this may affect their feelings - about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school - Understand that a healthy attitude towards food can really support growth and puberty changes; - how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb <i>(Please note this is part of the statutory Science curriculum, so there is no right to withdraw).</i> The objectives in red form part of the non-statutory sex education curriculum at MSJ. Parents/carers have the right to withdraw their child from these sessions in accordance with statutory guidance. - Know the legal age of consent and what it means. - identify the links between love, committed relationships and - conception - what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults - that pregnancy can be prevented with contraception (the word condom is mentioned). - about the responsibilities of being a parent or carer and how having a baby changes someone's life - Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature; - Understand the laws around viewing online sexual content; - Understand the potential impact for children who have viewed this content and know where to go for advice and support.	SCARF: Growing and Changing - I look great - Media manipulation - Pressure online - Is this normal? - Helpful or unhelpful? - Managing change Making babies* <i>This session contains non-statutory sex education, as it teaches how babies are conceived through sexual intercourse and how this can be prevented through the use of condoms. Parents have the right to withdraw.</i> <i>*The video exploring the different ways families may have children is not shown within our curriculum. At this stage, teaching focuses on the biological facts of human reproduction in an age-appropriate manner. More complex discussions around assisted reproduction, surrogacy, IVF, donor conception, and related terminology are considered beyond the intended scope of the primary curriculum and are therefore mentioned for awareness but not covered in detail. Pupils are instead taught that families are formed in different ways and that all families should be treated with respect.</i> Online Sexual Content** <i>This session contains non-statutory sex education, as it teaches how babies are conceived through sexual intercourse and how this can be prevented through the use of condoms. Parents have the right to withdraw.</i> <i>**Session 2 discussing healthy sexual relationships is not included as part of this unit.</i>

Appendix 3: Parent form: withdrawal from sex education within



TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education: <i>I understand that withdrawal applies only to non-statutory sex education and does not apply to Relationships Education, Health Education or National Curriculum Science</i>			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>The Headteacher will offer to meet with parents/carers before a request is confirmed in order to discuss the nature and purpose of the sex education curriculum and the implications of withdrawal.</i>

Appendix 4: A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE):

This Charter has been adopted by Moordown St John's CE Primary School and should be read alongside the Church of England's *Flourishing for All* guidance (2025).

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSE & Health Education 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. Staff will receive regular training in RSE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That 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 Act¹ 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.
4. **That 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 pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.**
It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers

¹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity

Appendix 5 – Teaching and learning guidelines for staff

The teaching of Relationships, Sex and Health Education (RSHE) at Moordown St John's CE Primary School is underpinned by our Christian vision and values. All lessons are delivered in a safe, respectful and inclusive environment.

Creating a Safe Learning Environment

Teachers will establish and maintain a positive learning environment in which pupils feel safe, valued and respected. At the beginning of RSHE units, teachers will agree age-appropriate ground rules with pupils. These include:

- Listening respectfully to others.
- Respecting different opinions and experiences.
- Not making personal comments about others.
- Using appropriate language.
- Recognising that some learning is designed for particular age groups and should not be shared in detail with younger pupils.
- Respecting privacy and confidentiality.
- Understanding that no one is expected to share personal information.

Inclusive Practice

RSHE is taught in an inclusive and age-appropriate way that reflects the diversity of modern Britain and our school community. Teaching is adapted where necessary to meet the needs of individual pupils, including those with SEND, and promotes dignity, equality, respect and kindness.

Distancing Techniques

Teachers will use appropriate teaching strategies that enable pupils to discuss sensitive issues without sharing personal experiences.

These may include:

- Stories and case studies.
- Scenarios and role play.
- Fictional characters.
- Video clips and discussion prompts.
- Anonymous question boxes.

Pupils will never be asked to disclose personal information about themselves or their families.

Answering Questions

Pupils are encouraged to ask questions as part of their learning.

Teachers will:

- Answer questions honestly, factually and in an age-appropriate manner.
- Ensure responses are consistent with the school's values and curriculum.
- Correct misconceptions sensitively.
- Use correct anatomical vocabulary where appropriate.

Where a question falls outside the planned curriculum, is inappropriate for whole-class discussion or raises safeguarding concerns, the teacher may:

- Defer the question.
- Speak to the pupil individually at a later time.
- Encourage the pupil to discuss the matter with their parent or carer.
- Seek advice from a senior leader or safeguarding lead.
-

Teachers are not expected to answer every question immediately and may take time to seek advice before responding.

Confidentiality and Safeguarding

Pupils are reminded that personal information should not be shared during lessons and that staff cannot offer complete confidentiality. Any safeguarding concerns will be managed in line with the school's Safeguarding and Child Protection Policy and reported to the Designated Safeguarding Lead (DSL).

Professional Boundaries

Staff delivering RSHE should maintain professional boundaries at all times.

Staff should:

- Present information in a balanced, factual and age-appropriate manner.
- Avoid sharing intimate or highly personal information about themselves.
- Avoid promoting personal, political or ideological views.
- Respect the beliefs and values of pupils and families while teaching the statutory curriculum.

Teachers may share limited personal experiences where this supports learning and is professionally appropriate.

Sources of Support

Pupils are regularly reminded that support is available from parents and carers, trusted adults in school and members of the safeguarding team. They are encouraged to seek help whenever they feel worried, unsafe or unsure.

Appendix 6: Parent Information and Access to Curriculum Materials

At Moordown St John's CE Primary School, we believe that parents and carers are the primary educators of their children in matters relating to relationships, health and growing up. The school provides Relationships Education, Health Education and, in Year 6, age-appropriate Sex Education in accordance with statutory guidance and our Christian vision and values.

Information and Communication

We will:

- Consult with parents when reviewing this policy.
- Inform parents about the RSHE curriculum and when sensitive units are due to be taught.
- Provide opportunities for parents to ask questions and seek clarification.
- Encourage ongoing conversations between home and school.

Access to Curriculum Materials

Parents and carers are welcome to view RSHE curriculum materials, including curriculum plans and teaching resources. Requests should be made through the school office, Year Leaders or Headteacher.

Where resources are subject to copyright restrictions, materials may be viewed in school or through a secure platform but must not be copied or shared without permission.

Curriculum Adaptations and External Visitors

The school may adapt aspects of the RSHE curriculum in response to safeguarding needs, statutory guidance or issues affecting the school community. Where appropriate, parents will be informed of significant changes.

External visitors may occasionally contribute to RSHE lessons e.g. the school nurse. All visitors work within the school's policies, follow safeguarding procedures and are supervised by school staff. The school retains responsibility for all curriculum content.

Withdrawal from Sex Education

Parents have the right to request withdrawal from the non-statutory sex education elements of the curriculum. This right does not apply to Relationships Education, Health Education or National Curriculum Science.

Parents wishing to discuss withdrawal should contact the Headteacher. Requests will be considered and granted in accordance with statutory guidance.

Further Information

This policy is available on the school website and from the school office. Parents with any questions or concerns about RSHE are encouraged to contact the Headteacher.
