



St John's Gosport C of E Primary School

Relationships, Sex and Health Education (RSHE) Policy

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School Vision:

St John's Gosport C of E Primary School endeavours to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.

John 10:10 – I came so that they may have life – life in all its fullness

Mission Statement:

At St John's Gosport C of E Primary School we aim to achieve our vision by providing a broad balanced curriculum and learning experiences that develop our children in body, mind and spirit; setting high standards for all, confident that we can achieve success. Thus ensuring that when our children leave us they are independent learners, who are well equipped to be responsible citizens of the future and reach their potential.

Safeguarding at St John's Gosport C of E Primary School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

RSHE Policy Vision:

At St John's Gosport Church of England Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in contention with our approach to some aspects of Relationships, Sex and Health Education.

Aims:

The aims of Relationships, Sex and Health Education at St John's Church of England Primary School are:

- To ensure Relationships, Sex and Health 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.
- 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 sexuality and relationship.
- 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 our Christian values.
- To know how to 'love your neighbour' even when we might disagree.

RSHE Statutory Requirements:

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education and Health Education (RSHE)

Policy Development and Review:

This policy has been developed in consultation with staff, pupils, the diocese, governors 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 subject to annual 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. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships, sexual health and contraception linking to our Science Curriculum, which covers Human Reproduction.

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

Right to be excluded from Sex Education:

Parents have the right to request that their child be withdrawn from some or all of **sex education** delivered as part of RSHE. These areas are highlighted in red in the table below.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate with the child, and take appropriate action. Alternative work will be given to pupils who are withdrawn from Sex Education, as agreed by the headteacher.

Parents cannot withdraw their child from any part of Relationships, Sex and Health Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. In addition, children may not be withdrawn from the following aspects of the Science curriculum:

KS1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

KS2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Learn about the changes experienced in puberty

How we will deliver RSHE at St John's

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." DfE Guidance 2019

Jigsaw:

We use a program called Jigsaw to support our teaching of Personal, Social and Health Education which includes RSHE and meets all of the statutory guidelines. The following table shows the curriculum coverage in each year group:

Puberty and Human Reproduction in The Jigsaw unit: Changing Me		
Reception	Growing Up	How we have changed since we were babies
Year 1	My Changing Body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and Girls' Bodies	Appreciating the parts of the body that make us different and using the correct names for them
Year 2	The Changing Me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and Girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Year 3	Outside Body Changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body Changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them
Year 4	Having A Baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens
	Girls and Puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation
Year 5	Puberty for Girls	Physical changes and feelings about them – importance of looking after yourself.
	Puberty for Boys	Developing understanding of changes for both sexes – reassurance and exploring feelings
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of new life
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us
	Girl Talk / Boy Talk	A chance to ask questions and reflect (single sex)
	Conception to Birth	The story of pregnancy and birth

No Outsiders

The school has chosen to use the 'No Outsiders' resources developed by Andrew Moffatt to teach children about the characteristics protected by the Equality Act such as age, disability, sexual orientation, relationships and religion. The programme is based on children's picture books and encourages children to

discuss and ask questions about the protected characteristics. It prepares young people and adults for life as global citizens and promotes community cohesion. The ethos of No Outsiders teaches that 'there are no outsiders here because everyone is welcome.'

The texts we use are in Appendix I.

Safe and Effective Practices.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are agreed in every class at the start of the year and a 'Learning Charter' is created, exploring the class's rights and responsibilities. The charters include aspects such as:

- ✓ We take turns to speak
- ✓ We use kind and positive words
- ✓ We listen to each other
- ✓ We have the right to pass
- ✓ We only use names when giving compliments or when being positive
- ✓ We respect each other's privacy (confidentiality)

Dealing with Difficult questions/situations:

Our school's Relationships Sex and Health Education 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 over which some staff, parents and governors may have reasonable concerns, which will be referred to families to discuss with their child/ren.

Areas our school has decided not to teach about or answer questions on:

Through our RSHE curriculum we want to acknowledge all life styles and relationships. We do not teach or specifically answer questions in class teaching on:

Rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.

However, we would speak to parents if an issue arose and we felt it needed to be followed up on, unless it was believed to be a safeguarding matter that needed to be pursued following our school policy and procedures.

LGBTQ+ is woven into the Jigsaw curriculum for Year 4, and the No Outsiders programme meeting with government statutory regulations and guidelines, and will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

Every child has the right to ask questions about their own body and understanding in relation to RSHE, therefore if a child asks a question which staff feel is not appropriate to explore within our RSHE provisions

it will be referred to families. At parental request school can also refer these questions to the NHS local school nurse, who will discuss it with the child/ren.

Safeguarding:

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 Safeguarding procedures. 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. The Jigsaw Curriculum and our Computing Curriculum includes lessons focused on on-line safety. The school participates in 'Internet Safety Week' to remind children and parents about the potential risks when using the internet.

ROLES AND RESPONSIBILITIES:

The Governing Board:

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

The Headteacher:

The headteacher is responsible for ensuring that RSHE 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 RSHE with sensitivity.
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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 headteacher.

Pupils:

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

Training:

Staff are trained on the delivery of RSHE. The headteacher may invite visitors, such as school nurses or

sexual health professionals, to assist with the delivery of RSHE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Legislation (Statutory regulations and guidance):

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010) and St John's Equality Policy 2021
- St John's Teaching and Learning Policy 2020
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children safe in Education- Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Changes to PSHE and RSE September 2020

APPENDIX I

Picture books used in No Outsiders. The No Outsiders scheme uses over 40 picture books to teach about difference and equality. This updated scheme was published in March 2020 but there are wonderful books that can be used to supplement an equality ethos published all the time. Please refer to the ‘resources’ section of the No Outsiders website – www.no-outsiders.com – for further picture book recommendations.

What follows is a brief explanation of why each book was chosen and how it can be used to support a No Outsiders ethos. Of course, each of the books can also be used as a standalone story book, and much pleasure can be derived from reading them with a child.

EYFS

The aim in EYFS is to introduce the No Outsiders ethos using very simplistic language: we are all different and we are all friends. There is nothing more complicated in the EYFS plans than the message that it’s ok to be you and you may be different to me, but that’s ok too.

[You Choose](#) encourages children to choose their favourite place to live, favourite transport, favourite food etc and shows that we all like different things.

[Red Rockets and Rainbow Jelly](#) explores this idea further, where characters Nick and Sue are shown liking different things throughout the book, but conclude by saying they like each other.

[Hello Hello](#) shows different animals with a range of shapes and colours who all say ‘hello’ and no one is left out.

[The Family Book](#) shows children that there are many types of family – and then we draw our own family (an exercise I’m sure I would have done in Reception in 1975 – it’s nothing new!).

[Mommy, Mama and Me](#) allows children to understand some families have two mums (or two dads); we talk about the things Mommy and Mama do with their child and ask if our own families do similar things (go to the park, drink juice, kiss goodnight).

[Blue Chameleon](#) shows a lonely chameleon trying to make friends by changing shape and colour; he thinks you have to look like someone else to be friends. At the end, Chameleon realises you can be yourself and you don’t have to change.

Year 1

In Year 1 we develop the understanding of difference to consider ways in which we might be different and how that can sometimes make us feel.

[Elmer](#) The classic story of Elmer shows an elephant who decides to hide his difference but realises at the end that he should celebrate it.

[Going to the Volcano](#) takes the children on a joyful expedition to an erupting volcano, and is chosen for its perfect call-and-response narrative and obvious role-play opportunity. The images show a huge range of

different characters working together so that no one is left out.

[Want to Play Trucks?](#) focuses on conversations between Jack and Alex, one of whom likes to play with dolls and the other with trucks. ‘You can’t wear a tutu and drive a crane,’ argues Jack, and his reasoning is that, ‘It wouldn’t fit in the driver’s seat.’ A compromise is made where the doll wears dungarees instead and then Jack and Alex go for an ice cream. This lesson plan teaches children to find solutions to conflict and subtly explores gender expectations at the same time.

[Hair, it’s a Family Affair!](#) encourages children to celebrate their family and ways their family might be different. The family in the story (who happen to be African-Caribbean) have different hair styles and the character is proud to belong.

[My World, Your World](#) explores ways two children are different before finding a way they are similar. There is a wonderful film clip posted by a school on Twitter showing children doing exactly this in response to this book (“I like peas, he likes carrots, but we both like pizza!”).

[Errol’s Garden](#) is a simple celebration of teamwork. I chose it for no other reason than the main character knocks on his very diverse set of neighbours’ doors asking for help and everyone joins in!

Year 2

[Can I Join Your Club?](#) explores how Duck feels when animals exclude him from their clubs for not being like them. Duck sets up his own club and everyone is welcome, regardless of the animal noises they make.

[How to be a Lion](#) shows children that not all lions behave in the same way. Leo is gentle and makes friends with a duck. This book is the first in the scheme to explore peer pressure to behave in a certain way as the other lions tell Leo to be ‘more lion’. Children are encouraged to empathise with Leo and find a solution.

[The Great Big Book of Families](#) is a celebration of diversity in the UK today; there are families represented but there are also houses, schools, jobs, festivals. It’s a great way to introduce the word ‘diversity’ and its meaning.

[Amazing](#) is a snapshot of friendship where the main character uses a wheelchair but the disability is never mentioned, allowing us to demonstrate it’s not an issue.

[What the Jackdaw Saw](#) is a subtle way to promote awareness of communication needs, as to ensure all the animals can understand him, the jackdaw learns to sign with his wings.

[All Are Welcome](#) The text shows us a diverse class of children with diverse families who come to school, where everyone is welcome.

Year 3

[This is Our House](#) is a story to introduce a No Outsiders ethos to a school. In the story, George shuts people out and gives reasons why: because they wear glasses, because they are girls, because they like tunnels. When it is pointed out to George that he has red hair and could also face discrimination, the penny drops – ‘This house is for everyone!’ he says.

[We Are All Wonders](#) is a beautiful story about a boy with facial disfigurement who is bullied and dreams of running away. 'What would happen in our school?' the children are asked to consider. 'What would we say if we heard someone being unkind?' We talk about people choosing to be a bystander.

[Beegu](#) gives children an opportunity to explore reasons why the main character, an alien crash-landed on Earth, feels like an outsider. Some characters in the story think Beegu does not belong and choose to ostracise the alien; other characters try to make Beegu feel welcome. What would we do if Beegu visited us?

[The Truth About Old People](#) This book explores stereotypes: what is a stereotype, how do we recognise a stereotype, and what can we do if we hear someone being discriminatory?

[The Hueys in The New Jumper](#) is a story to introduce the ethos in Key Stage 2. The Hueys are all the same but one day Rupert knits an orange jumper. This causes much consternation and Rupert is treated as an outsider until Gillespi also wears an orange jumper. Gradually The Hueys learn it's ok to be different.

[Planet Omar Accidental Trouble Magnet](#), This text can be read over a period of time, but the opportunities after each chapter for discussion about stereotypes, racism, Islamophobia and bullying are boundless. Mental health is also referenced as the central character has an imaginary friend.

Year 4

[Along Came a Different](#) provides opportunity to discuss attitudes towards race and racism – the red shapes don't like the blue shapes, who in turn don't like the yellow shapes or the red shapes. At the key point of the story, the shapes draw up a set of segregation rules, which gives a class a basis to work from. What do we think of these rules? How can we rewrite them?

[Dogs Don't Do Ballet](#) teaches children to go for their dreams. Everyone tells a dog that he can't be a ballerina, but he proves in the end that you can be what you want to be.

[Red: A Crayon's Story](#) In this story a crayon who looks red can only colour in blue. This is very distressing for him as he knows he should be red, but he cannot get it 'right'. For us this tale is a fantastic stimulus for discussion about identity and expectations, and for teaching children to be who they are.

[Aalfred and Aalbert](#) gently shows how two aardvarks get together, helped by a small blue bird. Some children may realise the aardvarks in the story are two males, but that is not the focus of the lesson plan; rather, the focus is recognising loneliness, choosing to help others, finding common ground and understanding how companionship affects mental health.

[When Sadness Comes to Call](#) picks up from [The Bad Seed](#) (used in Year 3) and explores further how to recognise feelings of sadness and their impact. The lesson plan focus is on good mental health and how it can be achieved.

[Julian is a Mermaid](#) tells the story of a small boy wanting to be a mermaid. The key to the story for is Nan's attitude to her grandson; the reader is led to believe she is going to tell him off for dressing up, but instead she supports and helps him. It is a heart-warming story of difference and acceptance.

Year 5

[Kenny Lives with Erica and Martina](#) is a book that focuses on attitudes towards LGBT people and homophobia to tell the story of a family who are literally made into outsiders when a wall is built to block them from the street. The ending is thought provoking and enables a class to ask questions about discrimination and form responses.

[Rose Blanche](#) follows a young girl living in Nazi-occupied Poland as she discovers a concentration camp outside her town with people wearing yellow stars on their jackets. Rose decides to help them.

[Mixed](#) leads on from *Along Came a Different* in Year 4, but this time rather than just writing a set of rules to segregate, the colours construct physical walls and fences to separate themselves. When two different colours fall in love, their example serves as a force to alter perceptions.

[How to Heal a Broken Wing](#) is an Amnesty International-endorsed book that shows a boy choosing to help a fallen bird; he is the only one to stop and help. We return to the concept first raised in Year 3 of choosing to be (or not to be) a bystander.

[The Girls](#) both is included as a focus on positive representation of the gender, and also to provide a stimulus for discussing friendship and recognising the importance of companionship. The story therefore offers opportunities for discussion of mental health, and there is also a subtle LGBT moment.

[And Tango Makes Three](#) is a story about a loving family of penguins adopting a chick, and the family happens to consist of two male parents. This book has been banned in some territories (Hong Kong, Singapore) and focuses on 'why?'. What is it about this book that moves some people to ban it? In doing this, we recognise that there are differences of opinion in the world about LGBT equality. The activity in the plan encourages children to make up their own minds about the situation.

Year 6

The Year 6 books have a theme of acceptance.

[King of the Sky](#) beautifully explores feelings of being an outsider from the perspective of a young refugee boy. He forms a friendship with an elderly man who teaches the boy to work with homing pigeons. Through the pigeons, the boy learns to feel a sense of belonging.

[The Only Way is Badger](#) is truly a book for our times. A badger builds a wall across the forest and instructs the other animals to be 'more badger'. If they fail, they are thrown over the wall. The ending of the story provides much material for discussions about conciliatory behaviour and consequences of actions.

[Leaf](#) describes fears about the unknown and a lack of confidence to find out. A polar bear arrives on an island and rather than talking to him, the other animals hide and talk about him.

[The Island](#) revisits the theme in 'Leaf', and is a powerful study into the power one group of people have over another and the dire consequences of unchecked prejudice.

[Introducing Teddy](#) is a wonderful tale of a teddy bear who comes out as trans halfway through the story. All of teddy's friends accept her as Tilly, no one questions it, and this is the focus of the plan. Tilly is accepted for

who Tilly is.

[A Day in the Life of Marlon Bundo](#) provides a fantastic opportunity to talk about democracy, prejudice and LGBT equality. A rabbit in the white house wants to marry another male bunny and while all the other animals celebrate the wedding, the leader of the animals says two male bunnies marrying is against the law. The animals have a vote to see if the law should be changed. The focus of the lesson plan is how democracy works.