



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads, Adam Samson, Erin Coleman, Kate Wilkinson, Louise Munz and Andrea Crook

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

This policy was reviewed: Autumn 2025

This policy will be reviewed next: Autumn 2026

This policy is reviewed by: Full Governing Body

POLICY INFORMATION

In keeping with current [DfE Statutory Guidance](#) and after reviewing existing practice within the school, a revised RSHE policy has been formulated by the personal, social, health and economic education Leader (PSHE) and Science Leader in consultation with staff, parents and governors. The implementation of the policy is the responsibility of all teaching staff.

We believe this policy, supporting materials and inclusive curriculum content at GJS is in line with the needs of the pupils through well-sequenced units, maximising cross curricular opportunities and is reviewed annually. Whilst we are responsive and will make appropriate changes, we are also fully aware of the sensitivities around certain topics and elements of the RSHE that requires an age-appropriate approach.

Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including [Teaching and Learning](#), [The Equality Act 2010](#) and recommendations made by [PSHE Association](#).

What is relationship, sex and health education (RSHE)?

At Godalming Junior School, we define relationship, sex and health education as lifelong learning about physical, moral and emotional development. We believe relationships, sex education and the promotion of wellbeing is vital for pupils at our school; we teach the importance of different types of relationships that our pupils may experience in their lives, including marriage and civil partnerships in a sequenced way. Our school's overarching aims are that pupils understand what stable relationships, [respect](#), love, consent and care look like. During the programme of study at Godalming Junior School, using references and resources from [NHS Your Health Care](#), we will teach about sex, sexuality, sexual health, gender and the changes that will happen during puberty in a relevant and responsive way. This learning is not about the promotion of sexual orientation or sexual activity. RSHE at Godalming Junior School is a strand of the PSHE provision of the school and as a result,

requires the same level of sensitivity and emotional awareness from skilled adults to teach the area most effectively.

AIMS

Our Relationship, Sex and Health Education programme is an integral part of our whole school PSHE education. Our provision contributes to the requirement of the [Education Reform Act 1988](#); this states that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepares pupils for the opportunities, responsibilities and experiences of adult life.

These aims will be developed in partnership with parents and be a part of a whole school approach to both wellbeing and positive relationships, supported by other school policies, including our [Behaviour and Child Protection and Safeguarding Policies](#). This will lay the foundation for further work in secondary school.

OBJECTIVES

The intended outcomes of our program is that the pupils will:

- be able to recognise and understand how to build positive and responsible relationships (including caring friendships, families and people who care for them and romantic relationships) and treat others with kindness, consideration and **respect**; as well as the importance of being honest, truthful and how to **respect** boundaries (ref. [GJS Values](#)). In addition, we discuss how to recognise if relationships are making children feel unhappy or uncomfortable, and where to seek support.
- be able to recognise and how to report concerns, such as different forms of abuse, including emotional, physical, sexual and any form of harassment. This will be focussed on **consent**, **respecting** boundaries and privacy. Relationships education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as harassment in order to keep children safe.
- be able to recognise peer pressure and understand the meaning of consent; referring to personal space, physical contact and the sharing of images online (ref. [E-safety Policy](#))
- develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead, and how babies are made and born. This is taught in line with the statutory Science curriculum for Year 5 and Year 6.
- develop the skills needed to maintain personal relationships, including what is acceptable behaviour, and practical steps they can take to improve and support their relationships. We encourage pupils to move towards

taking responsibility for themselves and their own well-being, physically, emotionally and socially. This includes respect for those who are different (including, but not limited to, physically, in character, personality, background and non-visible characteristics).

- Foster self-awareness and self-esteem
- Develop their online safety and awareness by improving their understanding of risks, hazards and dangers and practise skills that will help to keep themselves safe, including online sexual content. (ref. [E-safety Policy](#))

Through RSHE, we will ensure to comply with statements relating to sex education in the [National Curriculum for Science concerning the reproductive processes in humans and animals](#).

Moral and values framework

The relationship, sex and health education programme will reflect the school *Love, Live, Learn* ethos. It will also demonstrate and encourage the following values:

- **respect** for self, personal safety, basic first aid; (**LOVE**)
- **respect** for others including protection and prevention; (**LOVE**)
- responsibility for their own actions (**LEARN**)
- responsibility for their family, friends, school and wider community (**LEARN**)
- develop an awareness of the benefits if and importance of Health and General Wellbeing, including physical activity, good nutrition, sufficient sleep and online wellbeing. As well as those substances that are harmful e.g. drugs, alcohol, tobacco and vaping (**LIVE**)

Equal opportunities

The relationship and sex education programme will be given in accordance with the school's [Equality policy](#) and [Inclusion Policy](#).

After whole class teaching, where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups and ask anonymous questions.

Resources and methods of teaching will be in line with the criteria set out in the [Equality Policy](#) and will allow young people to understand what the law allows and does not allow.

Care is taken to ensure that children don't feel stigmatised by their home circumstances. Resources **and lessons about relationships** will include many types of families, for example: single parents, LGBT+ parents, adoptive parents, foster carers and other structures; this helps to foster equality for all.

When delivering RSHE, we ensure that we are inclusive and meet the needs of all pupils, including those with special education needs and disabilities (SEND) by teaching to meet the needs of pupils and tailoring content and/or delivery where needed. This is especially relevant if pupils are at different development stages to their peers or/and are more vulnerable. In these circumstances, the school will work closely with parents to ensure that the needs of their child are met effectively and sensitively.

ORGANISATION OF THE RELATIONSHIP, SEX AND HEALTH EDUCATION PROGRAMME

Coordination

RSHE will be coordinated by the PSHE Lead in consultation with the head teacher, staff and governors.

Delivery

The RSHE programme is principally taught in years 5 and 6. **The sessions will be led by the class teacher.** However, issues associated to RSHE will be covered in the other year groups as part of the wider PSHE.

The aspects of RSHE contained within the Science curriculum will be taught by the class teacher alongside the rest of the agreed programme.

National Curriculum science units associated with RSHE:

- (a) that the life processes common to humans and other animals include nutrition, movement, growth and reproduction; and
- (b) about the main stages of the human cycle, including puberty into adolescence.

Both of these science units are covered in Year 5.

The PSHE subject leader will have oversight of the topic of RSHE and ensure:

- a) through the school monitoring processes, it is taught consistently in line with this policy
- b) Approve action plans and reviews annually on the teaching of the subject
- c) The content is age appropriate, in line with [DfE guidelines](#) and accessible to all abilities of children, including those with SEND

Teaching and learning methods

Our RSHE programme will be taught through a range of teaching methods following advice from school health advisors and professionals, including:

- active learning methods which involve the children's participation will be used.
- during circle time discussions, where children can reflect on what they have learnt.

- high quality resources, in the form of video clips, presentations and books. These will support our RSHE provision and will be regularly reviewed.
- lessons are differentiated and reviewed by the class teacher each year to ensure that it is accessible for each child in the cohort.

By the end of their primary school career, children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- 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 and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- how to keep themselves and others safe, and to recognise and report risks and abuse, including harassment and online activity.

Resources

- video material will be available for parents to view prior to their use;
- various books are available to the children on request.
- other materials used will be available on request.

Working with parents

The school is committed to working with parents. Under the Education Act 1993, pupils can be withdrawn by their parents from parts of sex education that are outside the compulsory elements contained in the National Curriculum. Before making this decision, parents must consider any detrimental effects that withdrawal might have on their child. There is no right to withdraw from RSH Education. We hope that parents choosing to send their child/ren to Godalming Junior School and agreeing to the Home School Agreement, they are also supportive of how the school teaching its RSHE provision.

We aim to share a representative sample of the resources that we plan to use with parents before any RSHE lessons, and invite discussion prior to any component of the programme which may be deemed 'sensitive', including

supporting parents in managing conversations with their children about RSHE topics. A copy of the Policy will also be available for any interested parent.

The policy will be reviewed annually and will invite parents to consult on any changes.

Should parents choose to exercise their right to withdraw their child from some or all of sex education, they will meet with the head teacher to discuss the nature and purpose of the RSHE curriculum and then where necessary, make appropriate arrangements for the child during these lessons. Through the Relationships, Sex and Health Education provision, parents have the right to request their child be excused from the sex education element of the RSHE only. However, some sessions are statutory as part of the [science curriculum and programme of study](#) at key stage 2 and therefore must be attended by all children.

Parents are invited to meet with either the class teacher, the PSHE lead or the headteacher if there are any concerns or questions on the RSHE curriculum.

Difficult questions

Sometimes children may ask explicit or difficult questions in the classroom on RSHE matters. Teachers will use their professional skill and discretion before answering and, if necessary, deal with the questions later individually **in an age-appropriate manner**. This may involve revisiting the [Brook Sexual Behaviours Traffic Light Tool](#). It is essential that all appropriate questions are answered. Due to the ease of access to the internet, unanswered questions may lead children to search for answers through inappropriate sources. Therefore, in some circumstances, teachers will discuss a child's concerns with their parents and offer support in how to address this query at home. The school DSL and DDSL's will always be available for further advice if necessary and it may be appropriate to log any comments, question or observations using the school CPOMS system.

Any sensitive questions addressed to non-teaching staff (e.g. lunchtime supervisors, LSAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed and appropriate action taken.

Confidentiality

Teachers are aware that effective Relationship, Sex and Health Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection or safeguarding issue. If a teacher becomes concerned that a pupil is at risk, they should

follow the school's child protection and safeguarding procedures and seek out a Designated Safeguard Lead (DSL) at the school for more guidance or advice.

Procedures for monitoring and evaluating

Teachers will be required to evaluate their teaching programmes and feedback to the PSHE Leader. The children's progress will be assessed in line with the school's [Feedback](#) and [Assessment Policy](#) and recorded in the appropriate manner for the subject.

The policy will be reviewed on an annual basis in meetings with staff taking in account feedback from parents and pupils.

Dissemination of the Policy

The policy will be made available to governors, staff, inspectors and visitors taking part in the programme.

