

# St. John's Church of England Infant and Nursery School



## School Relationship, Sex and Health Education (RSHE) Policy

### Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values: Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our children learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Written by:	Lana Gillam
Date:	06.10.25
Approved by:	LGB
Date:	30.04.26
Review frequency:	Every 2 years
Target Audience:	All Stakeholders

*The governing body conducts the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.*

### **1. Values and Aims**

At St John's, we believe that every child deserves the knowledge and skills to thrive in an ever-changing world. We recognise that our pupils will encounter many opportunities, challenges and risks as they grow. Our RSHE programme equips children with the tools to live safe, healthy and fulfilling lives, developing resilience, self-respect, and empathy. Through our RSHE curriculum, which is based on the Jigsaw Programme, we aim to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

## 2. Statutory Requirements can be found using the link [DfE](#)

Our RSHE curriculum is broad and balanced, ensuring that it:

- Supports the spiritual, moral, cultural, mental, and physical development of our pupils.
- Fosters self-esteem, mental health, and emotional well-being, helping children build and maintain meaningful and respectful relationships with themselves and others.
- Equips children with essential knowledge and skills to stay healthy and safe, both physically and emotionally.
- Prepares pupils for the challenges, responsibilities, and opportunities they encounter now and in their future lives as adults.
- Supports the Christian ethos of the school.

## 3. Curriculum

Jigsaw: Appendix 1 : Jigsaw Programme of Study

The table below gives the learning theme of each of the six units within *Jigsaw* and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. <i>Jigsaw</i> Charter established (agreement).
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.

<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
<b>Summer 2:</b>	Changing Me	Includes relationships and sex education in the context of coping positively with change.

## Appendix 2 : DfE statutory requirement

### 4. Sex Education

At St John's puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit, and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. Therefore, the parent\* right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite parent / carers to contact your child's class teacher / Headteacher with any further questions.

\*Parents' right to request their child be excused 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 statutory Relationships and Sex Education" DfE Guidance p.6

### 5. Delivery

RSHE is delivered by class teachers in a sensitive and inclusive way. Lessons are planned to meet the needs of all pupils, taking account of age, ability, background and faith. We promote respect for diversity and ensure that every child feels represented and valued. St John's Infant and Nursery school allocates time for RSHE each week to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Whole school / class worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community, reflecting the Christian ethos which underpins our community life

### 6. Roles and Responsibilities

The Governing Body approves the RSHE Policy and monitors its implementation.

The Headteacher ensures that RSHE is taught consistently and effectively across the school.

Staff are responsible for delivering RSHE in a child-centred, respectful and inclusive manner, being mindful of the diverse backgrounds, abilities and experiences of pupils.

## 7. Monitoring and Review

The RSHE Lead will monitor delivery through lesson observations, discussions with staff and pupils, and review of planning. This policy will be reviewed every two years, or sooner if statutory guidance changes. It will be approved by the Governing Body following consultation with staff and parents.

## Appendix 1 – Jigsaw Programme of Study

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping Clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthier eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

## Appendix 2

What all pupils should know by the **end of primary school** taken from DfE Statutory Guidance Relationship Education (Primary) updated in June 2025 [Primary Content](#) p8 – p10.