

Appendix 1 - Localised Procedures

RSHE POLICY	
Localised School Based Procedures	
School Name:	Newland St. John's Primary Academy
Principal:	Lisa Brett
Designated Safeguarding Lead:	Lisa Brett
RSHE Lead	Lisa Brett
Implementation Date: <i>Inline with policy approval</i>	September 2026

In conjunction with our Trust wide RSHE policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

This policy and localised procedures are underpinned by our schools vision and values.

We have also consulted Church of England Guidance including;

- Church of England Archbishops' Council Education Division and The National Society Valuing All God's Children (Archbishop's Council Education Division, May 2014).
- The Church of England Education Office Statutory Inspection of Anglican and Methodist Schools Evaluation Schedule (The National Society, September 2023).
- The Church of England Education Office Church of England Vision for Education: Deeply Christian, Serving the Common Good (Autumn 2016).
- The Church of England Education Office The Fruit of the Spirit: A Church of England Discussion Paper on Character Education (October 2015).
- The Church of England Foundation for Educational Leadership Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (September 2017)
- https://www.churchofengland.org/sites/default/files/2019-11///rshe-principles-and-charter_0.pdf

The localised procedures for the school/academy setting focus on the following key areas: -

- Introduction
- Teaching staff responsible for delivering the RSHE curriculum
- Organisation of the RSHE curriculum
- Channels for Providing Feedback
- Consultation with parents/carers
- Relationships Education
- Health Education
- Sex Education
- Delivery of the curriculum
- Withdrawal from lessons

Should you have any concerns or questions relating to the localised procedure, in the first instance, please contact hello@nsj.hlt.academy

Introduction

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

'So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV) I have come in order that you might have life - life in all its fullness. (John 10:10, GNB)'

At Newland St John Church of England Academy, we undertake 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), regarding our RSE and Health Education Policy;

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear. Our school/academy therefore takes a faith-sensitive and inclusive approach to this policy. All pupils are treated with dignity, made in the image of God and loved equally by God.

Our RSHE curriculum ensures that all pupils are able to: cherish themselves and others as unique and wonderfully made; keep themselves safe; and form healthy relationships where they respect and afford dignity to others.

Teaching staff responsible for delivering the RSHE curriculum

Relates to item 2.5 within the Primary School RSHE Policy

All teachers are involved in the teaching of RSHE. The class teachers are responsible for the delivery of the relevant curriculum to their own class. In Year 5 and 6 the sessions are also delivered in conjunction with the school nurses, who are booked through the local authority NHS school nursing team.

Organisation of the RSHE curriculum

Relates to item 3.2 within the Primary School RHE Policy

"Sex education" is defined as teaching pupils about developing healthy sexuality and will cover issues beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

Channels for Providing Feedback

Relates to item 3.6 within the Primary School RSHE Policy

Any parent/carer, teacher or pupil can provide feedback throughout the academic year by:

- Emailing hello@nsj.hlt.academy
- Organising a meeting with the Principal

Consultation with Parents/Carers

Relates to item 4 within the Primary School RSHE Policy

The school will work closely with parents/carers/carers in reviewing the sex education curriculum, and will consult with them annually with regards to what is covered.

Relationships Education

Relates to item 6.1 within the Primary School RSHE Policy

Foundation Stage and Key Stage 1: Relationships

The content below will be taught through a spiritual lens (Self, Others, World and Beauty, and Beyond) so that the children can:

- *Explain that most Christians believe that God loves people, that God has always loved them as an individual and always will.*
- *Talk about why other people are special (and how Christians believe that they are created and loved by God).*
- *Talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.*
- *Give examples of people doing things that hurt others. They can talk about how humans often let themselves down.*
- *Describe simply what the word forgiveness means and talk about fresh starts.*
- *Talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us.*

Reception

Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships and strategies they can use to calm down when feeling upset or angry.

Year 1

Children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.

By the end of the unit, children celebrate people who are special to them, creating a Relationship Fiesta.

Relationships Education	
Relates to item 6.1 within the Primary School RSHE Policy	
Year 2	Children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships. Children celebrate special people in their lives.
	<p>Key Stage 2: Relationships</p> <p><i>The lessons below will be taught through a spiritual lens (Self, Others, World and Beauty, and Beyond) so that the children can:</i></p> <ul style="list-style-type: none"> - <i>Explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.</i> - <i>Link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love.</i> - <i>Explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</i> - <i>Explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</i> - <i>Explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness, reconciliation and peace.</i> - <i>Explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</i>
Year 3	Children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected. By the end of the unit children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups.
Year 4	Children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured. By the end of this unit, children celebrate relationships with people and animals, recognising care, appreciation and connection.
Year 5	Children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the lessons, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data

Relationships Education	
Relates to item 6.1 within the Primary School RSHE Policy	
	and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried. By the end of this unit, children create an Internet Safety poster, showing how to stay happy, safe and respectful when using technology in relationships.
Year 6	<p>Children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions.</p> <p>Across the lessons, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure. By the end of this unit, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships.</p>

Health Education	
Relates to item 8.1 within the Primary School RSHE Policy	
	<p>Reception and Key Stage 1: Health</p> <p><i>The content below will be taught through a spiritual lens (Self, Others, World and Beauty, and Beyond)so the children can:</i></p> <p><i>-Show an understanding of key Christian teachings about how they are of great value and worth: “You are fearfully and wonderfully made” (Psalm 139) and “God saw that it was very good” (Genesis 1).</i></p> <p><i>-Make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</i></p>
Reception	In this unit, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discusses safe adults and what they should do if approached by someone they don’t know.
Year 1	In this unit, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the lessons, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. They reflect on how healthy choices can make them feel good about themselves. Pupils share their ideas about how to keep clean and healthy.
Year 2	In this unit, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the lessons, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that

Health Education	
Relates to item 8.1 within the Primary School RSHE Policy	
	support wellbeing. By the end of the unit, children are able to share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical ways to stay healthy and safe every day.
	<p>Key Stage 2: Health</p> <p><i>The content below will be taught through a spiritual lens (Self, Others, World and Beauty, and Beyond) so the children can:</i></p> <ul style="list-style-type: none"> - Explain the Christian belief that humans are made in the image of God (Genesis 1:27); how this belief may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies. - Explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.
Year 3	In this unit, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the lessons, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do this. They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others. By the end of the unit, children are able to contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book.
Year 4	In this unit, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the lessons, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations. By the end of the unit, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships
Year 5	In this unit, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the lessons, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle. By the end of the unit, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image.
Year 6	In this unit, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges. Across the lessons, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure. By the end of the unit, children create a Healthy Body, Healthy Mind outcome, celebrating resilience

Sex Education
Relates to item 9 within the Primary School RSHE Policy
<p>Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that pupils are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.</p> <p>All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.</p> <p>The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.</p>

Sex Education	
Relates to item 9.1 within the Primary School RSHE Policy	
	<p><i>Reception and Key Stage 1: Sex Education</i></p> <p><i>The content below will be taught through a spiritual lens (Self, Others, World and Beauty, and Beyond) so the children can:</i></p> <p><i>Show an understanding of key Christian teachings about how they are of great value and worth: “You are fearfully and wonderfully made” (Psalm 139) and “God saw that it was very good” (Genesis 1).</i></p> <p><i>Make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</i></p>
Reception	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
Year 1	Children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the lessons, children learn the correct names for private body parts; explore how boys’ and girls’ bodies can be different; and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.
Year 2	Children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others.

Sex Education	
Relates to item 9.1 within the Primary School RSHE Policy	
	Across the lessons, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.
	<p>Key Stage 2: Sex Education</p> <p><i>The content below will be taught through a spiritual lens (Self, Others, World and Beauty, and Beyond) so the children will be able to:</i></p> <ul style="list-style-type: none"> - Explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds. - Explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.
Year 3	Children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the lessons, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.
Year 4	Children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the lessons, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make. Children use Circles of Change to think about future transitions and celebrate growth and resilience.
Year 5	Children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. This unit includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the lessons, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. By the end of the unit, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.
Year 6	Children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Across the unit, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This unit includes a non-statutory sex education lesson where they develop understanding of reproduction, pregnancy, and birth. By the end of the unit, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.

Delivery of the Curriculum

Relates to item 10 within the Primary School RSHE Policy

Sex education will be delivered through the science curriculum and the PSHE curriculum.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenges for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents/carers/carers and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents/carers/carers do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Safeguarding and Child Protection Policy.

Withdrawal from Lessons

Relates to item 14.1 within the Primary School RSHE Policy

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents/carers/carers have the right to request to withdraw their child from all or part of the sex education curriculum.

The principal will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the principal will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The principal will discuss with the parent the benefits of receiving this

Withdrawal from Lessons

Relates to item 14.1 within the Primary School RSHE Policy

important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The principal will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the principal's decision.

Where a pupil is withdrawn from sex education, the principal will ensure that the pupil receives appropriate alternative education.