



ST JAMES C of E JUNIOR SCHOOL

**Relationship, Sex and
Health Education (RSHE)
Policy**

2022-2023

Relationship, Sex and Health Education (RSHE) Policy

Introduction

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 also how to manage their academic, personal and social lives in a positive way. As a result of this, Relationship Education is now compulsory in all primary schools in England as is Health Education.

This policy outlines our school's commitment to provide effective RSHE for all pupils. It has been written with regard to the Department for Education's RSHE guidance 2019, and other relevant guidance documents and statutory requirements. The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

What is RSHE?

Relationships, Sex and Health Education (RSHE), is lifelong learning about physical, moral and emotional development.

We want to be able to provide children and young people with key building blocks for being physically and mentally healthy, understanding relationships; including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep. We also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. Children will also learn about healthy relationships, different families, respect, love and care, hygiene and (in Year 5 &6) changes to the body including puberty.

In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Through delivery of RSHE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. We believe in working in partnership with parents and carers and understand the importance of sharing our RSHE programme with families so that they can also support their children's physical, moral, mental wellbeing and emotional development at home.

Intent (Policy Aims)

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge, skills and language to help keep themselves safe, and embrace the challenges of creating a happy and successful adult life.

RSHE is taught in the context of relationships, and promotes self-esteem, emotional health and wellbeing, to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

Key Objectives

The key objectives of our RSHE programme are:

- Include all children,
- Provide accurate and age-appropriate information,
- To raise pupils self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.
- To prepare children for the next stage of education.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

In addition to this, as part of their science curriculum, Year 5 & 6 will all study the human life cycle including areas such as knowing stages of life, exploring gestation periods, describing changes that happen in childhood and adolescence and describing bodily changes in old age.

Inclusion and Support

RSHE will be accessible to all pupils regardless of age, sex, race, disability, religion, belief, gender or sexual orientation. We will ensure that issues such as sexism, misogyny, homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. RSHE is particularly important for pupils with social, emotional and mental health needs, and/or learning disabilities, as they can often be vulnerable to exploitation and bullying. We will ensure that teaching is tailored to meet the specific needs of pupils, ensuring that learning outcomes are met. This will always be discussed with parents and carers

As with all teaching within school, we will ensure that information taught is sensitive, age appropriate, and developmentally appropriate; delivered within reference to the law. There are many different faith and cultural perspectives regarding aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one individual faith or cultural viewpoint, but rather, provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness. Teachers will plan from the **Kapow Primary materials** using a variety of teaching strategies to meet the needs of individuals.

A range of different families and relationships will be explored within RSHE. All children, whatever their developing sexuality or family background, need to feel that RSHE is relevant to them and sensitive to their needs.

Implementation (Delivery of the RSHE Programme)

All teachers will have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy. Where RSHE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Visiting speakers from the community, e.g. health promotion specialists and community police and fire officers, may make a valuable contribution to the RSHE curriculum. Their input is carefully planned and monitored, to fit into, and complement the curriculum.

Teachers will always be present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSHE curriculum.

Many of the objectives of RSHE compliment the delivery of assemblies/collective worship and are therefore delivered by the Headteacher.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

The Curriculum

RSHE will be taught in each year group throughout the school. The curriculum that is delivered will be progressive, building the children's knowledge, understanding and skills year on year. Our chosen Programme of Study is *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all the statutory content, for each year group.

How does Kapow work at St James' Junior school?

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme for each unit and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Families and relationships	Learning how to: form respectful relationships with others. Deal with conflict and bullying and the importance of challenging stereotypes.
Autumn 2:	Economic wellbeing	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.
Spring 1:	Citizenship	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.
Spring 2:	Health and wellbeing	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefit of sleep.
Summer 1:	Safety and the changing body	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.
Summer 2:	Transition	Learning how to cope positively with change and thinking about roles and responsibilities as they look forward to the next year.

The curriculum may also be supported by opportunities such as: extra curriculum clubs, the School Council and charity events. Assemblies will also be delivered at least once every half term, addressing the whole school on major health issues and introducing/reinforcing our half termly Jigsaw puzzle. There will be cross curriculum learning with other subjects, such as our physical education and science curriculums.

The 13 themes that make up the framework for RSHE (as set out in the DfE revised framework, 2020) include:

Families and people that care for me	Internet safety and harm	Changing adolescent body	On-line relationships
Respectful relationships	Healthy eating	Caring friendships	Mental wellbeing
Being safe	Health and prevention	Physical health and fitness	Drugs alcohol and tobacco
Basic first aid			

For more details of specific RSHE lessons, please refer to the RSHE Curriculum Maps for years 3-6 on the school website.

Safeguarding and Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community, is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment, where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions, and if necessary, will deal with questions on an individual basis after the lesson. Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issues.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead should be informed.

No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Right to be excused from sex education

We believe that RSHE should be a partnership with parents and carers. Parents will be routinely informed about RSHE, through the half termly letter to parents, the schools' website, and letters to explain when RSHE will take place within different year groups. Parents have the right to request that their child be withdrawn from some, or all of the sex education delivered as part of RSHE (excluding any statutory requirements of the KS2 science national curriculum). However, Relationship Education and Health Education is compulsory for all pupils receiving primary education. There is therefore no right to withdraw from any aspects of Relationship or Health Education.

Before granting any such withdrawal, the head teacher 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 head teacher will also discuss with parents

the benefits of receiving sex education, and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class, rather than what was directly said by the teacher.

The Head Teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than what has to be covered as part of the science curriculum.

Review, Assessment and Evaluation

Monitoring of the RSHE Policy is the responsibility of the head teacher, named governor and RSHE leader.

The school will assess the effectiveness of the intent and implementation, in monitoring pupils' learning through: lesson observation, sampling teachers' planning, and feedback from parents; ultimately to evaluate the effectiveness of the curriculum and to implement change if required.

Impact

When leaving St James' Junior School at the end of Year 6, we hope for our pupils to be emotionally resilient young people, equipped with the life-skills needed to thrive and stay safe in the world in which they live. We would hope that our broad, balanced and comprehensive curriculum, would develop positive behaviours and attitudes, and ultimately, ensure happy, healthy children who will grow into happy, healthy adults. This policy document is available to view on the school web site.

Equal Opportunities

The RSHE programme will be delivered in accordance with the school's Inclusion Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in-line with the strategies set out in the policies.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying
- Safe-guarding
- Science
- Health and Safety
- Equal Opportunities
- RE

Key Contacts

Head teacher –Andrew Beattie
PHSE Lead –Kathryn Milligan
RSHE Lead – Kathryn Milligan
Lead Governor –Rev Robert Jackson
DSL- Kathryn Foye
Deputy DSL- Andrew Beattie, Sam King

Review

This policy will be reviewed every three years from March 2022.

Signed by Chair of Governors:



REV. R. JACKSON

25/04/2022