

Hope SENTAMU LEARNING TRUST

Primary School Relationships & Sex Education (RSE) and Health Education Policy

THIS POLICY APPLIES TO ALL PRIMARY SCHOOLS/ACADEMIES IN THE HOPE SENTAMU
LEARNING TRUST

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Policy Updates

| Date | Page | Policy Updates |
|---------------|--------------|--|
| December 2022 | Whole Policy | New policy |
| March 2023 | 6 | 2.5 - New section added to Roles and Responsibilities |
| March 2023 | 6 | 3.6 - New section added to Organisation of the RSHE Curriculum |
| March 2023 | 8 | 5.1 - New section added to Relationships Education Programmes of Study |
| March 2023 | 11 | 7.1 - New section added to Health Education Programmes of Study |
| March 2023 | 12 | 9.1 - New section added: Curriculum Links |
| March 2023 | 14 | 13.2 - New section added to Withdrawal From Lessons |
| March 2023 | 15 | 14.4 - New section added to Working with Parents/Carers |
| March 2023 | 15 | 15.1, 15.2 - New section added: Assessment |
| March 2023 | 15 | 16.2 - New section added to Behaviour |
| March 2023 | 16 | 18.3, 18.4 - New sections added to Monitoring and Review |
| November 2023 | Whole policy | Updated inline with new Scheme of Delegation |
| March 2024 | 5 | 1 - Legal Framework updated to reflect current applicable legislation and Trust policies |
| March 2024 | 5 | 2.1-2.2 - Governance monitoring responsibilities updated |
| March 2024 | 5 | 2.3 - Headteacher/Principal responsibilities updated |
| March 2024 | 6 | 2.4-2.5 - Points updated to reflect inclusive practices and teaching for all learners |
| March 2024 | 15 | 15.2 - Assessment of RSHE subjects clarified to reflect current process across all schools/academies |
| March 2024 | 16 | 17.1 - Frequency of staff training updated |

Statement of Intent

At Hope Sentamu Learning Trust, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools/academies also have the option to decide whether pupils are taught sex education. State-funded primary schools/academies are also required to teach health education.

The school/academy will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school/academy's statutory curriculum. Our school/academy aims to assure parents/carers and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents/carers and teachers work in partnership.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

1. Legal Framework

- 1.1. This policy has due regard to all relevant **legislation** and **statutory guidance** including, but not limited to, the following:
- Equality Act 2010
 - Human Rights Act (1998)
 - The Education Act (1996)
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - Children and Social Work Act 2017
 - DfE (2023) 'Keeping children safe in education'
 - DfE (2021) 'Teaching about relationships, sex and health'
 - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2015) 'National curriculum in England: science programmes of study'
- 1.2. This policy operates in conjunction with the following **Trust** policies:
- Behaviour Policy
 - SEND Policy
 - E-Safety and Acceptable Use Policy
 - Equality Objectives Policy
 - Anti-bullying Policy
 - Safeguarding and Child Protection Policy
 - Child-on-Child Abuse Policy
 - Social, Emotional and Mental Health (SEMH) Policy
 - Data Protection (UK GDPR) Policy

2. Roles and Responsibilities

- 2.1. The **Distinctiveness and Personal Development Committee** is responsible for monitoring the overall implementation of this policy and to ensure the academy is sustaining and enhancing the Christian vision and values of the school.
- 2.2. The **local governing committee** is responsible for:
- Scrutinising reports provided by the headteacher/principal regarding RSE.
 - As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.
 - Ensuring the curriculum is well-led, effectively managed and well-planned.
 - Evaluating the quality of provision through regular and effective self-evaluation.
 - Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- 2.3. The **headteacher/principal** is responsible for:
- The overall implementation of this policy.
 - As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.

- Ensuring all staff are suitably trained to deliver the subjects.
- Reporting to the local governing committee on the effectiveness of this policy and the curriculum.
- Ensuring that the curriculum, speakers and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Progress and attainment and securing improvement at local level, under the oversight of the Chief Executive Officer and the LGC.
- Ensuring parents/carers are consulted on the RSHE Policy through an online consultation (available throughout the school year), in addition to the offer of a meeting with the headteacher/principal to discuss curriculum content and view resources.
- Providing clear information to parents/carers on the subject content and associated resources, and the right to request that their child is withdrawn from any or all aspects of Sex-Education, other than those which are part of the science curriculum, up to and until 3 terms before the age of 16. Information will be published on the school/academy website.
- Discussing requests for withdrawal with parents/carers.

2.4. The **RSHE subject leader** is responsible for:

- As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.
- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate, inclusive to all learners and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school/academy meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher/principal.

2.5. **Subject teachers** are responsible for:

- As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.
- Delivering a high-quality, inclusive to all learners and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Safeguarding and Child Protection Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE subject leader to evaluate the quality of provision.

- 2.6. Please refer to **Appendix 1** for details of all teachers responsible for delivering RSHE.
- 2.7. The **SENDCO** is responsible for:
- As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.
 - Advising teaching staff how best to identify and support pupils' individual needs.
 - Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the RSHE Curriculum

- 3.1. Every primary school/academy is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school/academy's PSHE curriculum.
- 3.2. For the purpose of this policy:
- "Relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
 - "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.3. The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. The school/academy has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- 3.4. We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school/academy and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.
- 3.5. We will gather the views of teachers, pupils and parents/carers in the following ways:
- Surveys
 - Meetings
 - Letters
 - Training sessions
- 3.6. Any parent/carer, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year. Please refer to **Appendix 1** for further information.

4. Relationships Education Overview

- 4.1. **Families and people who care for me - By the end of primary school, pupils will know:**
- That families are important for them 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 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.

4.2. **Caring friendships - By the end of primary school, pupils will know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

4.3. **Respectful relationships - By the end of primary school, pupils will know:**

- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

4.4. **Online relationships - By the end of primary school, pupils will know:**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

4.5. **Being safe - By the end of primary school, pupils will know:**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school/academy and other sources.

5. Relationships Education Programmes of Study

- 5.1. The school/academy is free to determine, within the statutory curriculum content outlined in section 4, what pupils are taught during each year group. The school/academy always considers the age and development of pupils when deciding what will be taught in each year group. The school/academy implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. The content that the school/academy has chosen to cover per year group is detailed within [Appendix 1](#).

6. Health Education Subject Overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

6.1. **Mental health and wellbeing - By the end of primary school, pupils will know:**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.

- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

6.2. Internet safety and harms - By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

6.3. Physical health and fitness - By the end of primary school, pupils will know about:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

6.4. Healthy eating - By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

6.5. **Drugs, alcohol and tobacco - By the end of primary school, pupils will know:**

- By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

6.6. **Health and prevention - By the end of primary school, pupils will know about:**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

6.7. **Basic first aid - By the end of primary school, pupils will know:**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

6.8. **Changing adolescent body - By the end of primary school, pupils will know:**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

7. Health Education Programmes of Study

- 7.1. The school/academy is free to determine, within the statutory curriculum content outlined in section 6, what pupils are taught during each year group. The school/academy always considers the age and development of pupils when deciding what will be taught in each year group. The school/academy implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. The content that the school/academy has chosen to cover per year group is detailed within [Appendix 1](#).

8. Delivery of the Curriculum

- 8.1. The relationships and health curriculum will be delivered as part of our PSHE curriculum.
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of a manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 8.3. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.
- 8.4. Any resources or materials used to support learning will be formally assessed by the RSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the Trust's E-Safety and Acceptable Usage Policy.
- 8.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.
- 8.7. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.8. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
- 8.9. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

- 8.10. Whilst there are no formal examinations for the relationships and health curriculum, the school/academy will undertake informal assessments to determine pupil progress.

9. Curriculum Links

- 9.1. The school/academy seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:
- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
 - PSHE – pupils learn about respect and difference, values and characteristics of individuals.
 - **Collective Worship** - pupils have the opportunity to reflect upon difference and respect for others and to value all people as unique individuals.

10. Working with External Agencies

- 10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.
- 10.2. Before delivering the session, the school/academy will:
- Ensure the lesson the external expert has planned fits with the school/academy's planned curriculum and this policy.
 - Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Trust's Safeguarding and Child Protection Policy.
 - Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
 - Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
 - Agree with the expert on the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding and Child Protection Policy.

11. Equality and Accessibility

- 11.1. The school/academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

- 11.2. The school/academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school/academy will ensure that relationships and health education programmes are inclusive, and caters to the needs of pupils with SEND or other support needs, such as those with SEMH needs.
- 11.3. Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.
- 11.4. Provisions under the Equality Act 2010 allow our school/academy to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 11.5. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 11.6. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school/academy implements a robust Behaviour Policy, as well as Safeguarding and Child Protection Policy, which sets out expectations of pupils.
- 11.7. The school/academy understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school/academy encourages staff to approach their line manager or the wellbeing lead to discuss this.

12. Confidentiality

- 12.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher/principal about any suspicions of inappropriate behaviour or potential abuse as per the Trust's Safeguarding and Child Protection Policy.
- 12.2. Pupils will be fully informed of the school/academy's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be

reported to the DSL and handled in accordance with the Trust's Safeguarding and Child Protection Policy.

13. Withdrawal From Lessons

- 13.1. Relationships and health education are statutory at primary level and parents/carers do not have the right to withdraw their child from these subjects.
- 13.2. Other than what must be taught as part of the science curriculum, sex education is not statutory at primary level. As such parents/carers have the right to request to withdraw their child from all or part of the non-statutory sex education curriculum.

14. Working with Parents/Carers

- 14.1. We understand the important role parents/carers play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents/carers' views are in shaping the curriculum. Parents/carers are provided with frequent opportunities to ask questions about the school/academy's approach to relationships and health education.
- 14.2. The school/academy will consult closely with parents/carers when reviewing the content of the school/academy's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school/academy will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents/carers will not be granted a 'veto' on curriculum content, and all final decisions will be the school/academy's to make.
- 14.3. Parents/carers are fully consulted in the organisation and delivery of our sex education curriculum. Parents/carers are given the opportunity to advise on what should be taught through sex education.
- 14.4. The age and development of pupils is always considered when delivering sex education. Please refer to [Appendix 1](#) for a full breakdown of the Sex Education content taught per year group.
- 14.5. Parents/carers are provided with the following information:
 - The content of the relationships and health curriculum
 - The delivery of the relationships and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subjects
 - The resources that will be used to support the curriculum
- 14.6. The school/academy aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns and help parents/carers/carers in managing conversations with their children on the issues covered by the curriculum. parents/carers/carers are also consulted in the review of this policy, and are encouraged to provide their views at any time.

15. Assessment

- 15.1. The school/academy will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenges to pupils of all abilities.
- 15.2. Whilst there are no formal examinations during RSHE, pupils' progress will be regularly assessed by the class teacher (e.g. group tasks, quizzes and written assignments) to identify where pupils need extra support or intervention.

16. Behaviour

- 16.1. The school/academy has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 16.2. Any bullying incidents resulting from the teaching of the RSHE curriculum, such as those relating to sexual orientation, will be dealt with as seriously as any other type of bullying. Any occurrence of these incidents will be reported to a member of staff, who will then discipline the pupil as per the Trust's Behaviour and Anti-Bullying Policies.
- 16.3. The headteacher/principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

17. Staff Training

- 17.1. All staff members at the school/academy will undergo regular training to ensure they are up-to-date with the relationship and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively. Church of England Schools in the Trust will receive regular updates and training through the Diocese of York Link Adviser and service level agreement.
- 17.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the curriculum.

18. Monitoring and Review

- 18.1. The headteacher/principal and RSHE subject leader are responsible for assuring the quality of education in RSHE.
- 18.2. Church of England Schools in the Trust will receive further review of provision, through the SLA visit from the Diocesan link adviser
- 18.3. The RSHE subject leader will create regular subject reports for the headteacher/principal and local governing committee to report on the quality of the subjects. They will also work regularly and

consistently with the headteacher/principal to evaluate the effectiveness of the subjects and implement any changes.

- 18.4. The Distinctiveness and Personal Development Committee is responsible for approving this policy.
- 18.5. This policy will be reviewed in light of any changes to statutory guidance and from feedback received from parents/carers, staff or pupils.
- 18.6. Any changes made to this policy will be communicated to all staff members and all relevant stakeholders. The next scheduled review date can be found on the cover of this policy



| RSHE POLICY | |
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| Localised School Based Procedures | |
| School Name: | St. James' Church of England Primary Academy |
| Headteacher/Principal: | Julia Strickland |
| Designated Safeguarding Lead: | Julia Strickland |
| RSHE Lead | Megan Worrall |
| Implementation Date: <i>Inline with policy approval</i> | May 2024 |

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 school's 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 RHE curriculum
- Organisation of the RHE 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@stj.hslt.academy

| Introduction |
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| <p>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.</p> <p><i>'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)'</i></p> <p>At St James 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;</p> <p>https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf</p> <p>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.</p> <p>Our RSHE curriculum ensures that all pupils are able to cherish themselves and others as unique and wonderfully made, to keep themselves safe and are able to form healthy relationships where they respect and afford dignity to others.</p> |

| Teaching staff responsible for delivering the RSHE curriculum |
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| Relates to item 2.5 within the Primary School RSHE Policy |
| Staff/Job title |
| <p>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.</p> <p>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.</p> |

| Organisation of the RSHE curriculum |
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| Relates to item 3.2 within the Primary School RSHE 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 |
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| 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: |
| <ul style="list-style-type: none"> ● Organising a meeting with the headteacher ● Emailing hello@stj.hslt.academy ● Submitting written feedback via the school office |

| Consultation with Parents/Carers |
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| Relates to item 14 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 | |
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| Relates to item 5 within the Primary School RSHE Policy | |
| Reception | <ul style="list-style-type: none"> ● Know what a family is ● Know that different people in a family have different responsibilities (jobs) ● Know some of the characteristics of healthy and safe friendships ● Know that friends sometimes fall out ● Know some ways to mend a friendship ● Know that unkind words can never be taken back and they can hurt ● Know how to use Jigsaw’s Calm Me to help when feeling angry ● Know some reasons why others get angry |
| Year 1 | <ul style="list-style-type: none"> ● Know that everyone’s family is different ● Know that families are founded on belonging, love and care ● Know that physical contact can be used as a greeting ● Know how to make a friend ● Know who to ask for help in the school community ● Know that there are lots of different types of families |

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| | <ul style="list-style-type: none"> ● Know the characteristics of healthy and safe friends ● Know about the different people in the school community and how they help |
| Year 2 | <ul style="list-style-type: none"> ● Know that there are lots of forms of physical contact within a family ● Know how to stay stop if someone is hurting them ● Know there are good secrets and worry secrets and why it is important to share worry secrets ● Know what trust is ● Know that everyone’s family is different ● Know that families function well when there is trust, respect, care, love and co-operation ● Know some reasons why friends have conflicts ● Know that friendships have ups and downs and sometimes change with time ● Know how to use the Mending Friendships or Solve it together problem-solving methods |
| Year 3 | <ul style="list-style-type: none"> ● Know that different family members carry out different roles or have different responsibilities within the family ● Know some of the skills of friendship, e.g. taking turns, being a good listener ● Know some strategies for keeping themselves safe online ● Know that they and all children have rights (UNCRC) ● Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc ● Know how some of the actions and work of people around the world help and influence my life ● Know the lives of children around the world can be different from their own |
| Year 4 | <ul style="list-style-type: none"> ● Know some reasons why people feel jealousy ● Know that loss is a normal part of relationships ● Know that negative feelings are a normal part of loss ● Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe ● Know that jealousy can be damaging to relationships ● Know that memories can support us when we lose a special person or animal |
| Year 5 | <ul style="list-style-type: none"> ● Know that there are rights and responsibilities in an online community or social network ● Know that there are rights and responsibilities when playing a game online ● Know that too much screen time isn’t healthy ● Know how to stay safe when using technology to communicate with friends ● Know that a personality is made up of many different characteristics, qualities and attributes ● Know that belonging to an online community can have positive and negative consequences |

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| Year 6 | <p>Know that it is important to take care of their own mental health</p> <ul style="list-style-type: none"> ● Know ways that they can take care of their own mental health ● Know the stages of grief and that there are different types of loss that cause people to grieve ● Know that sometimes people can try to gain power or control them ● Know some of the dangers of being 'online' ● Know how to use technology safely and positively to communicate with their friends and family |
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| Health Education | |
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| Relates to item 7 within the Primary School RSHE Policy | |
| Reception | <ul style="list-style-type: none"> ● Know what the word 'healthy' means ● Know some things that they need to do to keep healthy ● Know the names for some parts of their body ● Know when and how to wash their hands properly ● Know how to say no to strangers ● Know that they need to exercise to keep healthy ● Know how to help themselves go to sleep and that sleep is good for them ● Know what to do if they get lost |
| Year 1 | <ul style="list-style-type: none"> ● Know the difference between being healthy and unhealthy ● Know some ways to keep healthy ● Know how to make healthy lifestyle choices ● Know that all household products, including medicines, can be harmful if not used properly ● Know that medicines can help them if they feel poorly ● Know how to keep safe when crossing the road ● Know how to keep themselves clean and healthy ● Know that germs cause disease/illness ● Know about people who can keep them safe |
| Year 2 | <ul style="list-style-type: none"> ● Know what their body needs to stay healthy ● Know what relaxed means ● Know why healthy snacks are good for their bodies ● Know which foods give their bodies energy ● Know that it is important to use medicines safely ● Know what makes them feel relaxed/stressed ● Know how medicines work in their bodies ● Know how to make some healthy snacks |
| Year 3 | <ul style="list-style-type: none"> ● Know how exercise affects their bodies ● Know that the amount of calories, fat and sugar that they put into their bodies will affect their health ● Know that there are different types of drugs |

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| | <ul style="list-style-type: none"> ● Know that there are things, places and people that can be dangerous ● Know when something feels safe or unsafe ● Know why their hearts and lungs are such important organs ● Know a range of strategies to keep themselves safe ● Know that their bodies are complex and need taking care of |
| Year 4 | <ul style="list-style-type: none"> ● Know that there are leaders and followers in groups ● Know the facts about smoking and its effects on health ● Know the facts about alcohol and its effects on health, particularly the liver ● Know ways to resist when people are putting pressure on them ● Know what they think is right and wrong ● Know how different friendship groups are formed and how they fit into them ● Know which friends they value most ● Know that they can take on different roles according to the situation ● Know some of the reasons some people start to smoke ● Know some of the reasons some people drink alcohol |
| Year 5 | <ul style="list-style-type: none"> ● Know basic emergency procedures, including the recovery position ● Know the health risks of smoking ● Know how smoking tobacco affects the lungs, liver and heart ● Know how to get help in emergency situations ● Know that the media, social media and celebrity culture promotes certain body types ● Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure ● Know some of the risks linked to misusing alcohol, including antisocial behaviour ● Know what makes a healthy lifestyle |
| Year 6 | <ul style="list-style-type: none"> ● Know how to take responsibility for their own health ● Know what it means to be emotionally well ● Know how to make choices that benefit their own health and well-being ● Know about different types of drugs and their uses ● Know how these different types of drugs can affect people's bodies, especially their liver and heart ● Know that stress can be triggered by a range of things ● Know that being stressed can cause drug and alcohol misuse ● Know that some people can be exploited and made to do things that are against the law ● Know why some people join gangs and the risk that this can involve |

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| Sex Education |
| Relates to section 14 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> |

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.

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.

Sex Education

Relates to section 14.4 within the Primary School RSHE Policy

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| Reception | <ul style="list-style-type: none"> ● Know that we grow from baby to adult ● Know that sharing how they feel can help solve a worry |
| Year 1 | <ul style="list-style-type: none"> ● Know the names of male and female private body parts ● Know that there are correct names for private body parts and nicknames, and when to use them ● Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these ● Know who to ask for help if they are worried or frightened ● Know that animals including humans have a life cycle ● Know that changes happen when we grow up ● Know that people grow up at different rates and that is normal ● Know that learning brings about change |
| Year 2 | <ul style="list-style-type: none"> ● Know the physical differences between male and female bodies ● Know that private body parts are special and that no one has the right to hurt these ● Know who to ask for help if they are worried or frightened ● Know there are different types of touch and that some are acceptable and some are unacceptable ● Know the correct names for private body parts ● Know that life cycles exist in nature ● Know that ageing is a natural process including old age ● Know that some changes are out of an individual's control ● Know how their bodies have changed from when they were a baby and that they will continue to change as they age |
| Year 3 | <ul style="list-style-type: none"> ● Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults ● Know some of the outside body changes that happen during puberty ● Know some of the changes on the inside that happen during puberty ● Know that in animals and humans lots of changes happen between conception and growing up |

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| | <ul style="list-style-type: none"> ● Know that in nature it is usually the female that carries the baby ● Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops ● Know that babies need love and care from their parents/carers ● Know some of the changes that happen between being a baby and a child |
| Year 4 | <ul style="list-style-type: none"> ● Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm ● Know the names of the different internal and external body parts that are needed to make a baby ● Know how the female and male body change at puberty ● Know that change can bring about a range of different emotions ● Know that personal hygiene is important during puberty and as an adult ● Know that change is a normal part of life and that some cannot be controlled and have to be accepted |
| Year 5 | <ul style="list-style-type: none"> ● Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally ● Know that becoming a teenager involves various changes and also brings growing responsibility ● Know what perception means and that perceptions can be right or wrong |
| Year 6 | <ul style="list-style-type: none"> ● Know how being physically attracted to someone changes the nature of the relationship ● Know the importance of self-esteem and what they can do to develop it ● Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class |

| Delivery of the Curriculum |
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| <p>Relates to item 8 within the Primary School RSHE Policy</p> <p>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.</p> <p>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.</p> <p>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.</p> |

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 13 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 headteacher 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 headteacher 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 headteacher will discuss with the parent the benefits of receiving this 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 headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

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