

St. James CE Primary School



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RSHE Policy (Relationship, Sexual Health Policy)

Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

RSHE Policy

Intent

At St James' CE Primary school our vision and bible quote underpin everything we do as a school and has informed this policy (which should be read in conjunction with the school's safeguarding policies) as well as all others:

*'Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.'*

At St James' CE Primary school, we also 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) in addition to ensuring that it reflects the Equalities Act 2010.

Church of England Charter - https://www.churchofengland.org/sites/default/files/2019-11///rshe-principles-and-charter_0.pdf

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social and health education (PSHE).

As noted above our RSHE teaching and learning is delivered within the aims of our vision statement and our equal opportunities policies. Therefore, RSHE will be delivered within an ethos of honesty, trust, respect and care. We believe that RSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables young peoples to make responsible and informed decisions about their health and well-being and is an intrinsic part of the physical, intellectual and emotional growth of an individual. The teaching of RSHE should start in the home and continue at school and should happen in partnership with parents.

Care is also taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued.

It will:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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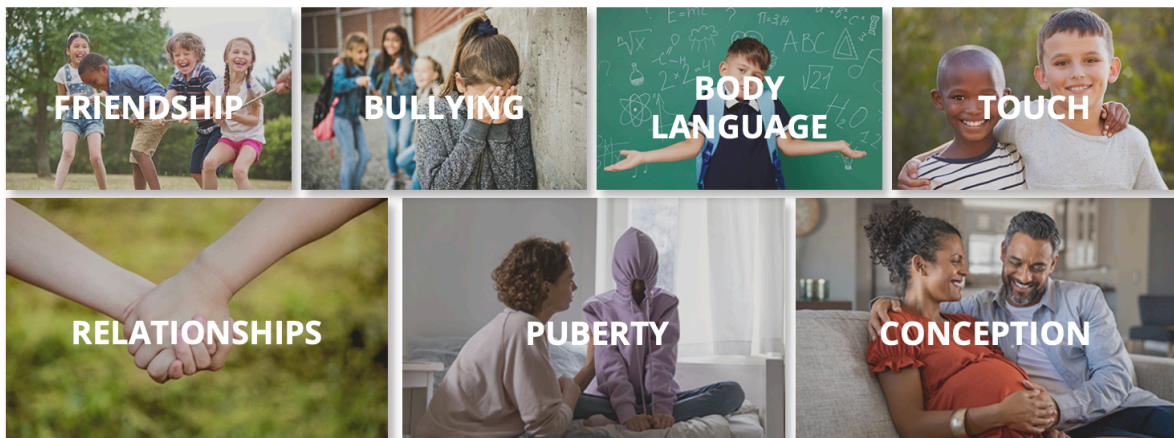
Implementation

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. As a school we will be using our one decision PSHE units of planning and associated resources, ensuring that this is also differentiated to meet the needs of individual pupils. For more information about this, please view our curriculum map in Appendix 1

RSHE is taught in a cross curricular way across the school in some instances. For example, biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Discreet lessons are also taught during the term to ensure that statutory requirements are met and all aspects of the curriculum are covered. Pupils in Year 6 only receive 1 lesson that links to sex education which is taught as a stand-alone lesson (please see Appendix 1 curriculum map)

As in all curriculum areas provision is made for pupils with Special Educational Needs which may include differentiation were appropriate, the use of different resources and or additional adult support. For these children their level of understanding, any social or emotional needs as well as their age will be taken into account when planning.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:



RSHE is taught by the class teacher with support of the PSHE Lead teacher and or the Head of School. Where appropriate teachers may be supported by other adults in the school or by visitors such as a school nurse. Other adults who support RSHE teaching will be given this policy to read and will work within the confines of this policy. They will plan their teaching together with the class teacher and the class teacher or teaching assistant will be present throughout. RSHE is, in general, taught in mixed classes. Occasionally, however, single sex groups may be more appropriate to the needs of the pupils for certain topics – e.g. changes at puberty. However, the same information will always be taught to both girls and boys. The RSHE reflects and is in line with our equal opportunities policies and the school ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils.

Class teachers will have access to relevant training and continuing professional development in order to deliver the RSHE curriculum, though our PSHE subscription as updates' and

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trainings are online. This may include in-school training and support from colleagues and LA training courses. This will help staff to feel confident, supported and prepared to deliver RSHE.

Dealing with Questions

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

In addition:

- Ground rules for discussion excluding personal questioning of staff or pupils will be established e.g. listening and supporting each other etc.
- All pupils' questions are answered according to the age and stage of development of the pupil concerned.
- Questions do not have to be answered directly, and can be addressed individually later. Staff to use their own discretion in these situations.
- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- The school believes that individual teachers must use their skill and discretion in this situation and refer to the Child Protection Coordinator if they are concerned.
- Staff will encourage pupils to discuss any worries or questions with their adults at home, especially if questions are of a particularly sensitive nature and are outside the lesson content.

For more information about our RSHE curriculum, see Appendices 1.

Impact

Monitoring of the delivery and effectiveness of RSHE is the responsibility of the PSHE Lead, SLT and the School Governors. Evidence will be collated through lesson observation, learning walks and gathering feedback from teachers and pupils. Elements of sex education in the science curriculum are formally assessed within this subject. Outside of science, assessment and evaluation is conducted using a variety of informal activities that have been built into the programme.

Notification and Role of Parents and Carers

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of our school through mutual understanding, trust and co-operation. In promoting this essential objective, we:

- Inform parents about the school's RSHE policy
- Ensure that the policy is accessible via the school website and have consulted a working party of parents, governors and staff when it was initially developed and written.
- Answer any questions that parents/carers may have about the RSHE of their child;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSHE in the school;
- Inform parents about the content of the RSHE (via this policy) and also within the class termly newsletters so that the teaching in school supports the key messages that parents/carers give to children at home.

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- We believe that through this mutual exchange of knowledge and age-appropriate information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities;
- Send out letters in year 5 and 6 to inform parents/carers of the content of RSHE lessons and to offer access to view the materials the school uses in its teaching;
- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the [non-statutory/non science] components of sex education within RSHE which is only taught in Year 6.

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At St James' CE Primary School, we teach RSHE as set out in this policy, in line with the statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (see link below):

www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-RSHE-and-health-education

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Executive Headteacher

RSHE Subject Leader: Mrs Maria Piscitelli


Date policy reviewed: January 2025

Next review January 2028

Appendix One : Overview

1decision PSHE Knowledge Organiser

Module: Relationships
Topic: Baseline Assessment and Friendship



**Years
1-3**

Key Facts

- Families are important for children growing up because they can give love, security and stability
- Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other
- Friendships are important in making us feel happy and secure
- Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

I will learn the following new words/phrases:


Relationship	<i>A connection between two or more people or things.</i>
Love	<i>Strong feelings of affection for another person, activity, or object.</i>
Security	<i>Feeling safe and free from fear or danger.</i>
Stability	<i>Reliable or unlikely to change suddenly.</i>
Disagree	<i>To have a different opinion. The opposite of agree.</i>


Ask me a question!

- What types of relationships are there?
- How can you show that you care about special people/things?
- What makes a good friend?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?

By the end of these topics, I should:


- understand different types of relationships
- understand how to be a good friend
- be able to recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view





1decision PSHE Knowledge Organiser

Module: Relationships
Topic: Touch and Summative Assessment



**Years
1-3**

Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse

I will learn the following new words/phrases:


Communicate	<i>To exchange or share information or ideas.</i>
Situation	<i>What is happening now.</i>
Penis	<i>The part of a male's body that is used for urinating.</i>
Testicles	<i>Two round male organs that produce sperm.</i>
Vagina	<i>The part of a woman's body that connects her outer organs to her uterus.</i>
Vulva	<i>External female genitalia that surround the opening to the vagina.</i>
Anus	<i>The external opening of the canal through which excrement leaves the body.</i>
Private parts	<i>A person's genitals.</i>
Appropriate	<i>Suitable or acceptable for a particular situation.</i>

Ask me a question!

- Can you name the different human body parts?
- If you know of somebody who is upset about the way someone treats them, what could you do?
- If you feel uncomfortable in a relationship, who could you talk to?


By the end of these topics, I should:

- understand the difference between appropriate and inappropriate touch
- know why it is important to care about other people's feelings
- understand personal boundaries
- know who and how to ask for help
- be able to name human body parts



1decision PSHE Knowledge Organiser

Module: Growing and Changing
Topic: Baseline Assessment and Appropriate Touch (Relationships)



Years 4-6

Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

Ask me a question!


- What types of relationships are there?
- What can make a relationship healthy or unhealthy?
- What is the difference between secrets and surprises?
- How could you help someone who feels uncomfortable in a relationship?

I will learn the following new words/phrases:

Nervous	Being fearful, worried, or concerned about someone or an event.
Scared	Feeling fearful or frightened.
Inappropriate	Not right for or suited to the situation or purpose. Not appropriate.
Connection	The act of joining or being joined to something else.
Civil partnership	A civil partnership is a legal relationship which can be registered by two people who aren't related to each other.
Marriage	A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.

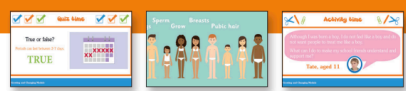
By the end of these topics, I should:

- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable



1decision PSHE Knowledge Organiser

Module: Growing and Changing
Topic: Puberty and Adults' & Children's Views



Years 4-6

Key Facts

- When you go through puberty, you will experience physical and emotional changes
- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- There is advice available and steps we can take to support menstrual wellbeing

By the end of these topics, I should:


- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Ask me a question!

- What does the brain release in order for puberty to begin?
- What changes do females and males go through during puberty?
- How long do periods normally last?
- What coping strategies can help us through puberty?

I will learn the following new words/phrases:

Puberty	When a child matures physically and the reproductive system becomes active.
Hormone	A chemical substance made in the body, which controls the activity of other cells and organs.
Anonymous question	When someone asks a question without revealing their name or identity.
Vagina	A canal that leads from the female uterus to the outside of the body.
Vulva	External female genitalia that surround the opening to the vagina.
Ovaries	A reproductive organ where eggs are produced.
Fallopian tube	The tube where the female egg travels to the womb (uterus).
Penis	A male organ that urine and sperm pass through.
Testicles	Two male sex glands where sperm is produced.
Bladder	An organ inside the body where urine is stored.



1decision PSHE Knowledge Organiser

Module: Growing and Changing

Topic: Conception and Summative Assessment



Years
4-6

Key Facts

- 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
- Others people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love and care for them

By the end of these topics, I should:

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

Ask me a question!

- Can you name at least three parts of the female reproductive system?
- Can you name at least three parts of the male reproductive system?
- What is the legal age of consent to have sex?
- Can you talk about the different stages of pregnancy?

I will learn the following new words/phrases:

Conception	<i>The process of conceiving a baby.</i>
Reproduction	<i>The process by which living things create young or offspring.</i>
Consent	<i>To express willingness or approval.</i>
Conceived	<i>The fertilising of an egg by a sperm; beginning of pregnancy.</i>
Caesarean	<i>The surgical delivery of a baby that involves making incisions in the mother's abdominal wall and uterus.</i>
Foreskin	<i>A retractable fold of skin that covers the glans of the penis.</i>
Cervix	<i>The lower part of the uterus that opens into the vagina.</i>
Womb (uterus)	<i>Where a foetus, or baby, grows.</i>
Urethra	<i>The tube that carries urine from the bladder out of the body.</i>
Fertilised	<i>When a male's sperm enters a female's egg.</i>
IVF	<i>Fertilising an egg outside the body, in a laboratory dish, and then implanting it in a woman's uterus.</i>

If you would like to see detailed lesson plans for the sessions that relate to your child, please contact the school office to arrange.

