

St James' Church of England Junior School (Voluntary Controlled)



"A place where we aspire to excel in knowledge, faith and love."

Relationships, Sex and Health Education (RSHE) Policy

Co-Headteachers:
Rose Boland-Bourne and Fiona Hall
St James' C of E Junior School
Tower Hamlets Road
Forest Gate
London, E7 9DA
020 8534 4030

Drawn up by	Saliha Mehmood
Date	
Agreed by Governors	
To be reviewed	

Policy statement - Aims and objectives of RSHE

It is the intention of St James' CE Junior School to teach high quality, age appropriate, pupil sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in St James' CE Junior School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

Statutory content: RHE

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at St James' -we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

At St. James' CE Junior School we teach science in line with the national curriculum.

There continues to be no right to withdraw from national curriculum science.

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendices for full list of content.

There is no right to withdraw from Health Education.

Relationships Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Subject content (see appendices for full list of content)

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Non-statutory RSHE

Sex Education that goes beyond national curriculum science

The Government and local advisors strongly recommend and St James' CE Junior School have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the science curriculum. The school will be teaching about 'how a baby is conceived and is born' in year 6 following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at St James' CE Junior School will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

The right of parents/carers to withdraw their children from non-statutory RSHE

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep St James' CE Junior School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Monitoring evaluation and assessment.

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader- Saliha Mehmood
- Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective.
- The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observations, monitoring teachers planning, questionnaires to teachers and children and feedback from parents.
- This is important because it will ensure RSHE is being taught effectively and appropriately.

RSHE curriculum lead teacher

Any queries about this policy should be addressed to Saliha Mehmood.

Developed from materials shared with Jo Sell from Tower Hamlets LA and used with permission

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

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Appendix 1

Information about how and why RSHE will be taught at St James' CE Junior School.

- Why are we teaching RSHE?
 - Because it is the right thing to do.

Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
 - Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
 - At St James' CE Junior School we have decided to teach sex education, how babies are conceived and born' because young people tell us that the school is a trusted place where they would like to learn RSHE (Sell 2019). We believe by teaching this topic here, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground. This decision was taken following consultation with parents/carers and governors.
- The teaching of RSHE at St James' CE Junior School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.
 - Statutory Guidance on RSHE 2019

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
 - Equality Act 2010 and The Public Sector Equality Duty 2014
 - School ethos and educational aims.
 - The teaching of RSHE in St James' CE Junior School is delivered within and influenced by all relating school policies
 - Behaviour policy
 - Anti-bullying policy
 - Equality policy or statement
 - Safeguarding policy
- How will we ensure lessons are taught sensitively?
 - Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.
 - Single sex classes for some lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions

- Use of anonymous question boxes
 - same sex teachers for single sex groups (if possible)
- When will RSHE will be taught?
 - Relationships and health education will be taught all year round, as part of our PSHE curriculum. Sex Education will be taught in Year 6 in the summer term.
 - How will we ensure communication with parents/carers?
 - St James' CE Junior School works with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer a meeting **at least every year** to explain what will happen in RSHE, so that parents/carers can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school.
 - Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a **teacher or nurse** rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from sex education need to inform the school in writing, following a meeting with someone from the SLT to discuss concerns, alternative provision can be made for the child. This process will be documented.
 - What training will staff be given?
 - Staff are trained on the delivery of PSHE and RSHE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.
 - What materials will be used to deliver R(S)HE?
 - In **St James' CE Junior School** we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We do however use '**Jigsaw**' for much of our teaching of RSHE.

Scheme of work

It is the aim of **St James' CE Junior School** to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupil's background and needs. If there are any questions about what we teach and why then please contact **Rose Boland Bourne and Fiona Hall**.

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

School Year	National Curriculum subjects	RSHE Lesson Content	Notes	
	That should be seen as part of the R(S)HE curriculum, but may be taught in other subjects, as well as part of a school wide, integrated or cross curricular approach to R(S)HE.	Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)		
1-6		<p>Caring friendships How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The conventions of courtesy and manners. That in school and in 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.</p> <p>Being safe Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.</p> <p>Physical health and fitness How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Healthy eating The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.</p> <p>Health and prevention The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Basic first aid How to make a clear and efficient call to emergency services if necessary.</p>	<p>Some topics should be reiterated in age appropriate ways in each year of primary school to build on previous teaching. A number of these over-arching topics are included in this year 1-6 section.</p> <p>Minority family backgrounds should be included here in a natural and caring way. Respect for difference may not mean agreement with, but by fostering respectful relationships the school will help pupils to adopt a positive approach to difference.</p> <p>Scientific names for genitals, i.e. vulva and penis should be used at an early stage for safeguarding reasons and should form part of the school's safeguarding policy. Children should not be expected to draw or discuss</p>	

			<p>at length these body parts and the acknowledgement that families may also use other words for genitals should also be mentioned and respected.</p> <p><u>Vagina as an internal organ and should not need to be mentioned until teaching about puberty or reproduction.</u></p>	
1-2		<p>Families and people who care for us That families are important for children growing up because they can give love, security and stability. 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.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive to others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <p>Being safe 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; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Mental wellbeing</p>	<p>The Great Big Book of Families is just one example a good key stage 1 resource for introducing the idea of sameness and difference in families. It would also be a good book to recommend to parents/carers for use at home.</p>	

	<p>Computing Use technology safely and respectfully, keeping personal information private; where to go for help when they have concerns about content or contact on the internet</p> <p>P.E Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p>Science Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.</p> <p>Internet safety how to keep safe online and seek help if needed That for most people the internet is an integral part of life and has many benefits.</p> <p>Physical health and fitness The characteristics and mental and physical benefits of an active lifestyle.</p> <p>Health and prevention Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Growing and that people change as they grow. Good health and how eating the right sorts of food in the right quantities, drinking enough, air quality, exercise and hygiene has an effect on health. Can be linked to R(S)HE healthy eating and health and prevention.</p>		
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<p>Year 3-4</p>		<p>Families and people who Care for me 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.</p> <p>Caring relationships The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Respectful relationships Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. What a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>		
	<p>Computing Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact</p>	<p>Online relationships That people sometimes behave differently online, including by 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 including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>		

	<p>Computing Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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 (in all contexts, including online) that 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 or others, and to keep trying until they are heard.</p> <p>Mental wellbeing That mental wellbeing is a normal part of daily life, in the same way as physical health. 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, 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. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>Internet safety and harms About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. Why social media, some computer games and online gaming, for example, are age restricted. Where and how to report concerns and get support with issues online.</p>	<p>Computing is included here too as in the guidance it is separated into relationships education and health education. In reality internet safety is likely to be taught in both computing and R(S)HE, with relationships and health education being merged into one lesson.</p>	
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	<p>Science Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.</p>	<p>Healthy eating What constitutes a healthy diet (including understanding calories and other nutritional content).</p>		
	<p>PE Learn how to lead healthy, active lives. Use running, jumping, throwing and catching in isolation and in combination Play competitive games.</p>	<p>Physical health and fitness The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, 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).</p> <p>Health and prevention The facts and science relating to allergies, immunisation and vaccination. the key facts about the menstrual cycle.</p>		
Year 5-6	<p>Science Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Families and people who care for me 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. Online relationships How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online.</p> <p>Changing adolescent body 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 including the key facts about the menstrual cycle.</p>	<p>Many topics important to this age group, such as caring and respectful relationships etc... are included in the year 1-6 section at the beginning of this appendix. Please bear that in mind when planning individual lessons.</p> <p>The DfE, Ofsted and common sense, say that children should understand about puberty before its onset. Puberty starts at different times for different children so the school needs to be sensitive to the development of their pupils and ensure that puberty is</p>	

			taught in a timely manner.	
Year 5-6	Sex education	How babies are made and are born (Year 6)	This is a recommended topic for primary schools; however it is not statutory to teach it in primary schools. Most year 10s (63%) questioned in three Newham schools have said that they think human reproduction should be taught to primary age children.	

Newham Primary RSHE Policy Appendix 2

Explanation of terms:

Relationships, sex and health education (RSHE), is the term most often used by schools in Newham. Health education appears in the same set of guidance from the DfE (2019) is very closely related to relationships and sex education and is often linked in lessons.

Relationships education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and sex education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that sex education is non-statutory in primary schools.

Lesson overview and long-term plan for primary R(S)HE

This long-term plan contains all the topics that the RSHE guidance says primary school pupils should know by the time they leave primary school.

DfE 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Newham Primary RSHE Policy Appendix 3

The model policy has been created through consulting with:

- Young people's sexual health services
- Parents/Carers Consultation with over 30 governors who are Newham parents/carers
- LGBT+ community - Individuals, groups and teachers who identify as LGBT+
- Councilors - Briefing and consultation with over 30
- Teachers - 80+ attended training, 55+ attended Network Meetings
- Other places - Birmingham, Redbridge and Tower Hamlets RSE leads
- Governors & trustees - around 130 attended training at Education Space on RSHE
- Faith groups - 20 survey monkey responses and meeting held with 30 Imams
- SACRE - 19 different individuals representing
 - Muslims Sunni and Shia
 - Christians Catholic and protestant
 - Hindus
 - Buddhists
 - Jews
 - Sikhs
 - Humanists
- Pupils - carried out in December with three primary and three secondary schools, involving about 130 pupils
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers