



St Jude & St Paul's
Church of England Primary School

Relationships, Health and Sex Education Policy (RHSE)

Date: Spring 2024

Lead: Headteacher/SLT

Next Review: Spring 2025

Our School Vision

'Shine, Encourage, Love and Learn'

Jesus said, "You are the light of the world...let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (MATTHEW 5: 14-16)

*We aspire to **shine** as lights in the world as we journey together. We ask for God's **blessing** to:*

- **Encourage**, through valuing and celebrating diversity;
- **Love**, so that we may flourish as one, nurturing the unique contributions of all, impacting positively on our world;
- **Learn**, so that we develop a love of learning, aiming for excellence in all we do.

Our core values: Forgiveness, Love, Encouragement, Wisdom and Togetherness

Purpose of the RHSE Policy

This policy sets out the school's approach to relationships, health and sex education and acts as the school's central reference point to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RHSE within personal, social, health and economic (PSHE) education.

Legislation

DfE guidance encourages primary schools to teach age-appropriate sex education, however, it is not a statutory requirement. Under this legislation, all primary schools are required to teach relationships education and all schools are required to teach health education (which includes some aspects of RSE).

Policy Development

We have developed our RHSE policy in consultation with governors, staff, parents with support from Islington LA and the London Diocesan Board for Schools.

Definition and Purpose of RHSE

At St Jude & St Paul's, we believe that Relationships, Health and Sex Education is about:

- learning how to be safe and healthy, and how to manage academic, personal and social lives in a positive way, both off and online;

- learning about growing up, changes, reproduction and the physical aspects of personal relationships;
- encouraging self-awareness, self-esteem and a sense of moral responsibility and the development of social and communication skills essential for making informed decisions about our own health and well-being.

The schools uses the Islington scheme 'You, Me, PSHE' to teach Relationships Education, Health Education and Relationships and Sex Education (RSE).

The government guidance on relationships and health education, and the science National Curriculum details what must be taught in primary schools. This includes teaching about changes to the human body as it grows from birth to old age (science). Health education includes teaching feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries as well as the emotional and physical changes that take place during puberty. Appendix 1 shows when we teach the different aspects of this curriculum.

As well as the requirement to teach science, health and relationships education, the DfE encourages primary schools to also teach age-appropriate sex education. We believe that sex education is best taught as part of an integrated programme of relationships and sex education (RSE) within PSHE education, in which sex is discussed in the context of respectful, healthy, adult relationships. Sex education in primary school is content that is not included in relationships and health education or in science.

The following sex education (in addition to relationships and health education) will be taught within our PSHE (Personal Social, Health Education) programme. Parents can choose to withdraw their child from these elements of our curriculum.

In Year 2, pupils learn the biological differences between male and female children, pupils:

- identify and name biological terms for male and female sex parts
- label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

In Year 6:

Pupils learn about human reproduction in the context of the human lifecycle:

- know that sexual intercourse may be one part of a sexual relationship
- can describe how babies are made and explain how sexual intercourse is related to conception

Pupils learn how a baby is made and grows (conception and pregnancy):

- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

and additionally:

Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted

- know that HIV can affect anyone, not a specific group or type of person
- can identify how HIV can and cannot be passed on
- know that the risk of HIV being passed on through sexual intercourse can be reduced if a condom is used

Pupils learn that contraception can be used to stop a baby from being conceived:

- know that a condom stops sperm from meeting an egg and therefore stops fertilisation
- know that women can take a pill to stop an egg being released, preventing conception
- understand contraception is both partners' responsibility

RSE Curriculum

At St Jude & St Paul's school, we teach RSE as part of our planned PSHE education programme. Our RSE curriculum is set out in Appendix 1 and RSE is taught in Year 1 to Year 6. Some elements are also included within the science curriculum.

The RSE curriculum has been planned with regard to the statutory guidance and the age and stage of pupils, and feedback from parents, staff and governors.

The RSE curriculum links to, and has been planned to complement, learning in science, citizenship, RE and computing. On occasions, it may be supplemented by assemblies, theatre productions, visiting speakers and/or discussions in circle time.

RHSE and Safeguarding Children

At St Jude & St Paul's School, we believe that alongside our safeguarding procedures, educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm is an important element of our work to keep pupils safe from harm.

RHSE within PSHE education enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed.

Effective RHSE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm (including when we suspect that FGM has already been performed), to the DSL, Tracy Batchelor, or a deputy, as described in our safeguarding policy.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present or directly to the school's DSL.

In addition, teachers have a mandatory duty to report known cases of FGM **to the police**. They should ring the non-emergency 101 number within 48 hours, make a note of their actions and record the police reference number as evidence that they have complied with the duty. It does not apply if the teacher knows that another professional has already reported the same act of FGM.

Teaching and learning in RHSE as part of PSHE

RHSE within our PSHE education is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a safe and supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

Teachers will use a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times during RSHE. These may include:

- Establishing boundaries for discussion and ensuring that issues of confidentiality are discussed before RSE lessons begin. These may be identified as class 'ground rules'.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Ensuring ground rules include not asking (or answering) personal questions.
- Distancing techniques such as role-play, third person case studies and an anonymous question box are used when teaching sensitive issues.

Good practice in teaching and learning

Teachers will ensure that lessons are inclusive, varied and suitably reflective of the society children live in:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising activities; quizzes; research; case studies; games; circle time; visiting speakers.
- Resources are chosen to reflect a suitable range of cultures, identities and genders.
- Inclusive and non-heteronormative language e.g. referring to someone's 'partner' rather than 'boyfriend' or 'girlfriend' helps all children and young people to feel included and reduces assumptions about sexual orientation.
- Assessment supports effective teaching and learning, ensuring lessons meet the needs of pupils and enables pupil progress.

Answering pupils' questions

Teachers should have regard to the age and stage of the pupil(s) in answering their questions, both within PSHE lessons and the broader context of the curriculum plan for PSHE across the school. As far as possible, the principle is to answer appropriate questions openly and factually to address any misconceptions.

If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can:

- speak to a pupil individually
- suggest that the pupil asks their parent/carer
- offer to find out the best way to answer the question and use the opportunity to discuss with a colleague and respond to the pupil at a later point.

Visiting speakers

RHSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and particular knowledge or expertise and reinforce the teaching within the classroom.

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RHSE policy, together with the RHSE curriculum which they are expected to follow.

Inclusion

All children and young people, whatever their experience, background or identity, are entitled to good quality RHSE that help them build a positive sense of self. The RHSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age,

faith or belief or any other life experience. RHSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers agree to work within the school's framework for RHSE as described in this policy. Their personal beliefs, values and attitudes should not affect their teaching of RHSE.

Staff approach RHSE sensitively, knowing that their pupils are all different and have different family groupings.

Working with Parents and Carers

Parents are the primary educators of their children about relationships, health and sex education, particularly with regard to their views and values. We intend that our school's RHSE should complement parents' and carers' role in RHSE and we view this as a very important partnership. To this end, the school will consult with parents and carers to inform of curriculum content, the exact terminology used in sex education lessons and at which stages during their child's education particular content is introduced. It is hoped that by this consultation there will be clear agreement regarding RHSE provision.

As well as being involved in the policy consultation process, the school informs and works with parents in the following ways:

- Parent information sessions where the RSHE programme is discussed during Year 2, Year 4 and Year 6;
- Before RHSE lessons in Years 2 and 6, and Health Education lessons in Year 4, a letter is sent to parents and carers describing the RHSE their children will cover. In this way, parents and carers can be prepared to have conversations at home;
- Workshops for parents on how to confidently talk to their children about sex and relationships;
- Information in newsletters and on the school website.

Parents' right to withdraw

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, set out the rights of parents and carers to withdraw pupils from sex education (but not relationships or health education). (*See appendix 4*)

Parents have the right to withdraw their child from some or all of sex education, which does not fall within relationships education, health education or other National Curriculum subjects (e.g. science). Head teachers will automatically grant a request to withdraw a pupil from any sex education in primary schools, other than as part of the science curriculum.

The details of the school's planned programme of RHSE (*appendix 1*) shows which aspects of the RHSE programme are within statutory relationships or health education, and which are sex education and are therefore aspects from which parents have the right to withdraw their child. If parents would like to request that their child do not attend sex education lessons, they should notify the school in writing by completing the form in appendix 4.

Parents will be asked to discuss the decision with the headteacher or Senior Leader. They will be informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (*See appendix 1: the school's planned programme of RHSE and appendix 2 science National Curriculum: relationships and sex education*). Parents will be made aware that there may be

impromptu or incidental discussion of relationships and sex education topics in the classroom / in other subjects at times, from which it is not possible to withdraw pupils.

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time. Parents will be encouraged to deliver sex education with their child at home instead.

Monitoring and Responsibilities

The PSHE and Science Lead, along with the Senior Leadership Team, are responsible for monitoring the implementation of the RHSE curriculum in line with this policy.

The policy will be ratified by the governors every two years.

Any concerns regarding pupils that may emerge from the delivery of RHSE will be referred to the Designated Safeguarding Lead within school or Deputies.

The PSHE Lead in discussion with class teachers will consider the RHSE training needs of staff. RHSE training may be provided as whole staff briefing or training, training for selected staff, in-class support, and discussion with the PSHE Lead as appropriate.

Appendix 1: SJSP RHSE Curriculum

The schools uses the Islington 'You, Me, PSHE resource' for Relationships and Health Education (RHE) and Relationships and Sex Education. Sex Education strands are in bold, italic text. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to PSHE education.

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHSE, Boys and girls and families	Other Areas of PSHE	RHSE, Growing up and changing	Other Areas of PSHE	RHSE, Healthy relationships	Other Areas of PSHE
<ul style="list-style-type: none"> • Pupils understand and respect the differences and similarities between people • Pupils learn about the biological differences between male and female animals and their role in the life cycle • <i>Pupils learn the biological differences between male and female children</i> • Pupils learn about growing from old to young and that they are growing and changing • Pupils learn that everybody needs to be cared for and 	<p>Drug, alcohol and tobacco education</p> <ul style="list-style-type: none"> • about what goes onto our bodies and how it can make people feel <p>Mental health and emotional well-being</p> <ul style="list-style-type: none"> • about being co-operative with others <p>Keeping safe and managing risk</p> <ul style="list-style-type: none"> • about personal safety and who they can talk to <p>Identity, society and equality</p> <ul style="list-style-type: none"> • about people that are special to them and what they do 	<ul style="list-style-type: none"> • Pupils learn about the way we grow and change throughout the human lifecycle • Pupils learn about the impact of puberty in physical hygiene and strategies for managing this • Pupils learn about the physical changes associated with puberty • Pupils learn about menstruation and wet dreams • Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> • about similarities and differences between themselves and others • about what makes a good friend • about dealing with issues that might arise in friendship • about different emotions and how to manage these 	<ul style="list-style-type: none"> • Pupils learn about the changes that occur during puberty • Pupils learn to consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact • Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships • <i>Pupils learn about human reproduction in the context of the human life cycle</i> • <i>Pupils learn how a baby is made and</i> 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> • about stereotyping including gender stereotyping • about prejudice and discrimination (in relation to homophobia) and how this can make people feel

Appendix 3: Monitoring and Assessment

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHSE, Boys and girls and families	Other Areas of PSHE	RHSE, Growing up and changing	Other Areas of PSHE	RHSE, Healthy relationships	Other Areas of PSHE
<p>ways in which they care for others</p> <ul style="list-style-type: none"> Pupils learn about different types of family and how their home-life is special 		<ul style="list-style-type: none"> Pupils learn strategies to deal with feelings in the context of relationships 		<p><i>grows (conception and pregnancy)</i></p> <ul style="list-style-type: none"> Pupils learn about roles and responsibilities of carers and parents <p>Additional lessons:</p> <p><i>Year 6, HIV and contraception</i></p> <ul style="list-style-type: none"> <i>Pupils learn about some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</i> <i>Pupils learn that contraception can be used to stop a baby from being conceived</i> 	

Appendix 2: Science National Curriculum (Introduced 2014) and RSE

Primary curriculum

Key Stage 1

Year 1

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Animals, including humans

- Describe the changes as humans develop to old age
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

Appendix 3: Monitoring and Assessment

Assessment

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives.

Lessons should be planned starting with establishing what pupils already know - in this way, teachers can address any misconceptions that pupils may have, strategies include:

- brainstorming and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them

Pre and post-topic assessment may also provide some indication of progress made by pupils in their understanding/articulation of RSE issues, this could be carried out through:

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- quizzes
- pupil self-evaluation
- reflective logbooks
- one to one discussion

Monitoring and evaluation

Monitoring ensures that teaching is in line with school policy and that pupils are taught what is intended. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

A range of methods can be used for monitoring and evaluation, which should be led by the PSHE subject lead or a senior leader. Methods include:

- lesson observations
- teachers' additions/amendments to the planned lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review
- reports to parents
- data collected from initial need assessment is compared to same assessment at end of topic.

Appendix 4: Parent form: withdrawal from sex education within RSE

Please complete the form below to request a meeting with the school about withdrawing your child from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for wishing to withdraw from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

Definition of FGM

“Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.”

World Health Organisation 1997

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers*. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Department for Education: Keeping Children Safe in Education, April 2019

*12 Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child’s right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice. Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an ‘authorised absence’ just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad.

Signs that FGM may have taken place include:

- difficulty walking, standing or sitting
- spending much longer times in the toilets
- usual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and relationships and sex education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.

NSPCC FGM helpline: 0800 028 3550

help@nspcc.org.uk