

Aims

Our school's overarching aims and objectives for pupils are to raise aspirations and a love of learning through courage, resilience, positive relationships and God's love. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. RSHE should equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.

Definition of RSHE

RSHE involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. Our school's vision for RSHE is that children should be taught to live freely, without the restraints of stereotypes and understand their own intrinsic worth. They should leave our school with tolerance and respect for all, and be able to thrive in positive, healthy relationships with others.

Definition of Sex Education

We teach sex education as part of the Year 6 RSE curriculum, where sexual intercourse and reproduction are explained in a factual and diagrammatical way, using scientific terminology. This builds on the statutory content taught in the Year 5 science curriculum, where children learn about the life cycles of humans and animals, including reproduction.

Teaching and learning

The RSHE programme will be overseen by the RSHE Subject Lead (currently Mrs Beuttell), taught by individual class teachers and supported by outside agencies and expert visitors where appropriate. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at St Mary's Junior School.

When external visitors, experts and agencies are invited to contribute and enhance delivery of these subjects, our school will adhere to a rigorous monitoring and evaluation schedule to ensure effectiveness of these sessions. Details of this are available on request from the RSHE Subject Lead.

RSHE will be taught using a range of teaching methodologies (including but not limited to story-telling, drama and discussions) to promote engagement by all pupils, irrespective of preferred learning styles.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet Department of Education requirements, 2019 and The Equalities Act, 2010.

RSHE will be taught through a ‘spiral curriculum’, meaning that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school’s commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our outline RSHE curriculum is below and a breakdown of specific content by year group is available at Appendix A. This may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Parents/carers will be provided with appropriate notice before any amended programme is delivered. Senior and Subject Leaders will identify areas where the RSHE curriculum can be complemented by and included within other subjects.

Primary

<i>Relationships Education</i>	<i>Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe</i>
<i>Sex Education</i>	<i>How a baby is conceived and born</i>
<i>Health Education</i>	<i>Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body</i>

Assessment and Monitoring

Pupils’ learning will be assessed at the end of every topic, in an implicit and informal way, to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Withdrawal from RSE

The vast majority of RSHE is compulsory. **There is no right to withdraw from Relationships Education or Health Education.** Parents and carers are only able to request that their child is excused from any Sex Education elements, if these are taught outside of the national curriculum objectives for science.

If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, a meeting should be arranged with the Principal, who will outline to parents/carers the benefits of receiving this important education, along with any detrimental effects that withdrawal might have on the child (for example, social and emotional impact of being excluded from the sessions, likelihood of a child hearing peers’ version of the lesson).

Following this meeting, if the right to withdraw is exercised, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes reference to anything that raises a safeguarding concern, the teacher will act in accordance with the school's safeguarding policy and procedures, remembering that the safety and wellbeing of the child is paramount.







Review date

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for November 2022.







Appendix A to St Mary's C of E Junior School RSHE Policy

Curriculum Content by Year group







Y₃ Year group three

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
<p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.</p>	<p>Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</p>	<p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p>	<p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p>	<p>Pupils understand the right to protect their body from unwanted touch.</p>	<p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p>







Y₄ Year group four

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
<p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p>	<p>Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p>	<p>Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p>	<p>Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>

Y5 Year group five

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
<p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p>	<p>Pupils can anticipate how their body may change as they approach and move through puberty.</p>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p>	<p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p>	<p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p>

Y6 Year group six

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
<p>Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.</p>	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p>	<p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p>	<p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.</p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p>

