

# *St Luke's Church of England Primary School*



*Learning for Life*

*'Nurturing the individual as part of our community'*

*'Love the Lord your God with all your heart and love your neighbour as you do yourself.'* Luke 10:27



Faith



Wisdom



Aspiration



Community



Compassion

## Relationship, Sex and Health Education Policy

**Updated: July 2022**

**Review: July 2024**

# St Luke's Church of England VC School

## RSHE Policy

### 1. Church of England Vision

Relationships and sex are good gifts of God and should bring joy. In our experience, young people most desire to learn about (and have modelled for them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of being in relationship with other people. Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. RSE should give pupils accurate information to equip them for life in the modern world and to make sure they are not influenced by unrealistic dangerous materials.

*Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence Church of England Education Office Response (February 2018)*

### 2. Introduction

*All schools must have an up to date Relationship, Sex and Health Education (RSE) policy which is made available for inspection and to parents.*

*What is Relationship, Sex and Health Education?*

*"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity - this would be inappropriate teaching."*

*Department for Children, School and Families, RSHE Guidance, 2000*

### 3. Aims

- a. Develop confidence in talking, listening and thinking about feelings and relationships
  - b. Are able to name parts of the body and describe how their bodies work
  - c. Can protect themselves and ask for help and support
  - d. Are prepared for puberty
- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings (without fear)
  - To help young people develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others)
  - To support young people to have positive self-image and body image, and to understand the influences and pressures around them

- To make informed choices when considering a sexual relationship, to keep themselves safe (without an unplanned pregnancy or sexually-transmitted infection)

#### 4. School Values

These are based on the core Christian Values, which all stakeholders are encouraged to follow. They are:

- Faith
- Wisdom
- Aspiration
- Compassion
- Community

The school community therefore expects all members of it to act according to these Christian values by:

- Respecting each other, themselves and the school environment;
- Being polite to each other at all times;
- Working hard and to the best of their ability;
- Being responsible and sensible at all times;
- Being good ambassadors for the school in the wider community.
- Use and apply their acquired knowledge and understanding as active global citizens

As a Church of England School, we acknowledge that we are an integral part of the Christian presence in the Weaste community. Our Christian vision and mission is deeply rooted in our commitment to serve our community through our Biblical root;

***'Love the Lord your God with all your heart and love your neighbour as you do yourself.'***  
*Luke 10:27*

These values will be promoted through our holistic approach and ethos, including RSHE and PSHE teaching.

#### 5. St Luke's Approach to RSHE

At St Luke's Church of England school, we want young people to flourish and to gain every opportunity to live fulfilled lives. RSHE is an important subset of PSHE. Together they are part of the wider desire to teach a broad curriculum and both are equally important to the flourishing of children and young people. We believe our Relationship, Sex and Health Education should teach the diversity of healthy relationships, lifestyle choices and beliefs.

We understand relationships education to be that relating to the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds.

1. The importance of being in relationship
2. Healthy relationships and staying safe
3. Respecting others.

We understand sex education to be that relating to the development of pupils' understanding of sex, sexual health and human sexuality.

4. Sex

5. Sexual health

6. Conception, contraception and pregnancy (some of which is covered by the science curriculum)

7. Human sexuality

We use Jigsaw PSHE as a scheme of work. The Changing Me puzzle piece specifically focuses on RSHE. Relationship education is woven through all puzzle pieces in the Jigsaw PSHE scheme of work.

## 6. Jigsaw PSHE Aims and objectives

Jigsaw consists of 6 **Puzzles** (half-term units of work) containing 6 **Pieces** (lessons). These are the same for each YEAR GROUP. Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with modern issues such as **body image, cyber and homophobic bullying, and internet safety**.

***Being Me In My World:** A sense of belonging; Welcoming others; Building the positive and nurturing ethos of the class/school; Being part of a school community, a wider community, a global community; Rights (UNCRC) and responsibilities; Working and socialising with others; School Council and pupil voice; The Learning Charter: rights, responsibilities, rewards and consequences.*

***Celebrating Difference:** Similarities and differences - diversity; Appearance, disability, racism, power, friendships, conflict; Accepting everyone's right to 'difference', regardless of their circumstances or choices; What is 'normal?'; Bullying - what it is and what it isn't, including cyber and homophobic bullying.*

***Dreams and Goals:** Hopes and dreams; Goals to success; Learning and personal strengths; Challenges - team work skills and tasks; Overcoming obstacles; Enterprise and fundraising; Experiencing and managing feelings of pride, ambition, disappointment, success; Aspirations - jobs and careers; Dreams and goals of others in different cultures/countries; Dreams for the world.*

***Healthy Me:** Emotional health (Relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (Eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).*

***Relationships:** Families; Friendships; Love and Loss; Memories; Grief cycle; Pets and animals; Safeguarding and keeping safe; Attraction; Assertiveness; Conflict; Own strengths and self-esteem; Cyber safety and social networking; Roles and responsibilities in families; Stereotypes; Communities; Wider communities*

***Changing Me (RSHE):** Life cycles; How babies are made; My changing body; Puberty; How babies grow; Growing from young to old; Becoming a teenager; Assertiveness; Self-respect; Safeguarding; Family stereotypes; Self and body image; Attraction; Change; Accepting change; Looking ahead; Moving/transition to secondary.*

## 7. Organisation

RSHE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship.

RSHE is normally delivered by the class teacher/access mentor/school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSHE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSHE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

## 8. Relationship, Sex and Health Education

### Relationships Education

**What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?**

Statutory Relationships Education from June 2021 in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### Health Education

**What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?**

Statutory Health Education from June 2021 in primary schools will cover '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'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle unit.

### Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At St Luke's CE Primary School, we believe children should understand the facts about human reproduction before they leave primary school so they are ready to understand the world in which they live.

We define Sex Education as "Understanding human reproduction"

We intend to teach this as part of PSHE in which case parents have the right to withdraw their child.

Parents' right to request their child be excused from Sex Education

- a) If they are delivering Sex Ed as it is not statutory
- b) If they are what they believe constitutes Sex Ed as Puberty is now in statutory Health Education

**"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17**

At St Luke's CE Primary School, as puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), we conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

**The school will inform parents of this right by information letter in the Summer Term before the Changing Me Puzzle is taught.**

*Materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSHE to their children at home.*

## **9. Content of Sex and Relationship Education**

FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Safeguarding Lead who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Child Protection**

The school has a separate Child Protection Policy. Effective RSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **Controversial and Sensitive Issues**

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

### **Dealing with Questions**

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and report any issues arising on the CPOMS system or to speak to the Safeguarding Lead directly if they are concerned.

### **Sexual Identity and Sexual Orientation**

St Luke's Church of England Primary School believes that RSHE should meet the needs of all pupils regardless of their developing sexuality (LGBT) and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue, to reassure them of the content and context.