



RSHE Policy

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RSHE Policy

1. Statement of intent

Here at Kiveton Park Meadows Junior School we understand the importance of educating pupils about relationships, sex and health education, in order for pupils to make responsible and well-informed decisions in their future lives, as well as make sound decisions when facing risks, challenges and complex contexts. We have due regard for statutory guidance on RSHE and this, along with consultation, has steered the development of this policy.

RSHE in our school plays a vital role in pupils' lifelong learning about emotional, moral, social and physical aspects of growing up, relationships, sex and health. RSHE, taught alongside and within the PSHE curriculum, aims to give pupils and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

The [DfE 'Sex and Relationship Education Guidance'](#) defines this programme as: "Learning about physical, moral and emotional development; understanding 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 health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation. It is also not about the promotion of sexual activity. The programme is further supported by the new RSHE & Health Education guidance published in 2019 with statutory implementation date of 2020.

The government guidance encouraged all schools to early adopt the topics and themes within the guidance, this is supported by the James Montgomery Academy Trust.

2. Aims and objectives

RSHE is an opportunity for pupils to:

- Develop an age-appropriate understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.
- Be aware of how to keep themselves safe.
- The aims will be achieved through developing an understanding of:
 - A range of values and moral issues including the importance of family life.
 - The biological facts related to human growth and development, including reproduction.
 - The learn and understand the importance of healthy relationships.

3. Statutory guidance

At Kiveton Park Meadows Junior School we teach RSHE as set out in this policy. The Department for Education introduced compulsory Relationships and Health Education for primary pupils and Relationships, Health and Sex Education for secondary pupils in September 2020. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

The policy has due regard to the following guidance:

- Keeping Children Safe in Education
- [DfE Relationships Education, Sex Education and Health Education \(RSHE\), guidance June 2019](#)
- DfE Science programmes of study: key stages 1 and 2 2013

4. RSHE in the curriculum

At Kiveton Park Meadows Junior School RSHE in the curriculum will be developed in conjunction with the views of teachers, pupils and families in accordance with DfE recommendations.

The majority of the lessons will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.

The topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for Key Stage 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught. Whether any non-statutory sex education content is taught at KPMJ will be decided upon on a year by year basis, and will take into account the needs and physical and emotional maturity of the cohorts. Our non-statutory content will draw on knowledge of the human life cycle set out in the national curriculum for science, and will teach pupils how a baby is conceived and born.

The DfE RSHE Guidance June 2019 (updated 2021) provides specific topic related themes that should be taught and embedded into pupils learning. By the end of primary education pupils should know:

4.1 Families and people who care for me:

- That families are important for pupils growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for pupils and other family members, the importance of spending time together and sharing each other's lives.
- 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 pupils' families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for pupils' 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.

4.2 Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards 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.
- 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.

4.3 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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- 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.

4.4 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.
- 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.

4.5 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 pupils and adults; including that it is not always right to keep secrets if they relate to 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) whom 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.
- 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.

These areas will be covered in PHSE lessons and wider personal development activities.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum.

This includes:

- Teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

4.6 Pupils will learn:

- That nutrition, growth and reproduction are common life processes for humans and other animals.
- About the main stages of the human life cycle.
- About puberty.
- About human conception.

5. Training of staff

Training of relevant staff will be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

6. Delivery of the RSHE in the curriculum

Classes may be taught in specific groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Resources will be selected with sensitivity. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the JMAT Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching accordingly.

Teaching staff will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teaching staff will answer questions sensitively and honestly.

Lessons will be planned to ensure all genders are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

JMAT understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the RSHE curriculum will be designed to be inclusive of all pupils.

Teachers will understand that they may need to adapt their planning of work in order to appropriately deliver RSHE learning to pupils with SEND.

At all points of delivery of RSHE in the curriculum, families will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with families.

7. Working with families

JMAT understands that the teaching of some aspects of RSHE may be of concern to families.

JMAT will ensure that no teachers express their personal views or beliefs when delivering RSHE.

Families will be regularly consulted on the content of the RSHE curriculum, through meetings and letters, and the curriculum will therefore be planned in conjunction with families.

JMAT respects the legal right of families to withdraw their child from all or part of the RSHE curriculum except for those statutory parts.

A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 1 – Science national curriculum](#).

8. Equal opportunities

JMAT understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that they may have in line with the JMAT equality strategy.

JMAT is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

9. Confidentiality

Confidentiality within the classroom is an important component of RSHE, and teaching staff are expected to respect the confidentiality of their pupils as far as is possible.

Teaching staff must, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the JMAT Safeguarding Policy.

10. Child on Child abuse / bullying incidents

JMAT has a zero-tolerance approach to child-on-child abuse.

JMAT has a clear policy and procedure that schools will follow in the event of an incidence of child-on-child abuse. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to protected characteristics, will be addressed.

Any occurrence of these incidents should be reported to a member of school staff, who will then take appropriate action.

These incidents will be dealt with following the process in our Anti-bullying and Safeguarding and Child Protection Policy.

The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

11. Monitoring and review

This policy is reviewed annually by the CEO and Curriculum Lead.

Any changes made to this policy by the above will be communicated to all members of staff.

APPENDIX 1

Science National Curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<p>That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>To recognise and compare the main external parts of the bodies of humans.</p> <p>That humans and animals can produce offspring, and they grow into adults.</p> <p>To recognise similarities and differences between themselves and others.</p> <p>To treat others with sensitivity.</p>
Key stage 2	<p>That nutrition, growth and reproduction are common life processes for humans and other animals.</p> <p>About the main stages of the human life cycle.</p>