NORTHFIELD JUNIOR SCHOOL

DRAFT RSHE Policy

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Job Role	RSE Coordinator & Headteacher
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V1:24/25	New policy created with guidance and support from Yvonne Wright – Toni Burton 28/01/2025

NJS Mission Statement

We want all of our children to love coming to school and to find things that excite their curiosity and inspire them to learn, grow and develop as kind, responsible and confident individuals every single day!

1. Introduction

This policy sets out the approach for Relationship, Sex and Health Education at Northfield Junior School.

'The Relationship Sex and Health Education Guidance July 2019 is issued under the section 80A of the Education Act 2002 and Section 403 of the Education Act 1996' DfE.

The school will ensure that parents/carers are: made aware of the school's approach rationale for RSHE through the policy; involved in the review of the RSHE policy; made aware of the school's PSHE and RSHE curriculum; and encouraged to support their child is learning at home through shared learning activities, if appropriate.

This policy document was produced in consultation with the entire school community, including parents, school staff, governors and any other appropriate stakeholders. This document is freely available to the entire school community. It has also been made available on the school website. In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSHE on occasions. It will be reviewed and approved by our Governing Body as outlined on the front cover.

2. Rationale and Ethos

At Northfield Junior School, RSHE can be defined as:

'Relationships and sex education is learning about the emotional social and physical aspects of growing up, relationships and human sexuality. It should equip children with the information, skills and positive values to have safe fulfilling relationships and take responsibility for their health and wellbeing.'

(Sex Ed Forum – www.sexeducationforum.org.uk)

Values and Intent

Our school's approach to RSHE goes beyond the provision of biological information. We support The Sex Education Forum's definition of RSHE: *as learning about sex, sexuality, emotions, relationships, sexual health and ourselves. The Forum believes that learning about sex and relationships should be:*

- *an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life*
- *an entitlement for all children and young people, which meets the needs of boys as well as girls; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – in other words, everyone whatever their background, community or circumstance*
- *provided within a holistic context of emotional and social development across all settings.*

(Sex and Sexuality Guidance 2003)

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships. RSHE is integrated into our PSCHE curriculum and supports the children's awareness of the protected characteristics. As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSHE programme that recognises and addresses this. Safeguarding our children and young people, now and in their future, is an important element of our RSHE programme and will include communicating the importance of consent.

'Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Teaching about wellbeing is central to these subjects. The content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to children being happy, successful and productive members of society. Central to this is the pupil's ability to believe that they can achieve goals, both academic and personal. This should be complemented by development of personal attributes including kindness, integrity, generosity and honesty. The knowledge and attributes gained will help young people to become successful and happy adults who make a meaningful contribution. The new subject content will give them knowledge and capability to take care of themselves and receive support if problems arise. Where topics and issues outlined are likely to be encountered by children online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well founded decisions.' DfE

For further information, see Appendix 1 which includes a foreword from the Secretary of State

3. RSHE Curriculum

Here is an overview of the objectives for RSHE at Northfield Junior School:

Y3 /4

- Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries.
- Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm.
- Explore physical and emotional changes that happen during puberty.
- Explain how daily hygiene helps to reduce the spread of infection.
- Explain how adults care for a baby during and after pregnancy.
- Recognise that individuality and personal qualities contributes to who we are.
- Explain what is meant by privacy and personal boundaries.
- Recognise uncomfortable/comfortable behaviour online/offline.
- Know when it is right to break or keep a confidence or share a secret.
- Know how to ask for help.

Y5/6

- Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.
- Explain the how babies are conceived, born and cared for.
- Identify the physical and emotional changes that happen when approaching/during puberty.
- Know some key facts about menstruation.
- Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing.
- Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life.
- Identify and value personal strengths, skills, achievements and interests.
- Understand what consent means and how to seek and give/not give permission in different situations.
- Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations.
- Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.

National Curriculum Science is also statutory. At Key Stage Two, this includes:

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

We also cover the wider objectives outlined in the following document:
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DFE (see Appendix 1).

RSHE Delivery

All elements of RSHE delivery will be delivered in an age-appropriate manner. We use resources included in the DCC PSCHE Matters scheme of work and may supplement these resources if necessary at the class teacher's discretion.

'The department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that boys and girls are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle - how a baby is conceived and born'. DfE

RSHE lessons are delivered by all class teachers and TA support is given as needed. It is co-ordinated by the PSCHE lead. Staff are supported by appropriate CPD in response to the subject leader's identification of their needs (e.g. through staff surveys).

In addition to discrete RSHE lessons, we also teach RSHE in the following ways:

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within Science, as stipulated by the national curriculum and/or as negotiated with the PSCHE coordinator.
3. Through other curriculum areas for example Drama, English etc.
4. Through assemblies.
5. Through pastoral support.
6. By the provision of appropriate leaflets and other information sources.
7. Via targeted intervention, where appropriate, with vulnerable individuals.
8. Delivery in response to incidents.

Methodology and resources

The RSHE element of our curriculum is covered by our PSHE Matters Scheme and we teach the Growing up topic as below:

- Annual overview if the classes are in single year groups.

Y3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

- Annual overview if the classes are in mixed year groups.
  - Cycle A

Y3/Y4	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y5/6	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible and RSHE – puberty and changes.	Bullying Matters

- Cycle B

Y3/4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5/6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

We ensure a parental letter is sent out every year prior to teaching this topic. This letter outlines the objectives covered and the resources which are going to be used by each class. Parents are given the opportunity to withdraw consent for their child or view the intended resources. Relationships and Health education is statutory. Parents may withdraw their child from the 'Sex' education element of RSHE or view the lesson content to support them in making this decision.

A safe learning environment

In order for PSCHE or RSHE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep children safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Children will understand how disclosures will be handled. We will not expect a group to keep what is discussed within the classroom or setting being used.
- Pupils will be expected to engage when appropriate and listen during lessons; however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Humour is an important element of the PSHE classroom; however, we will laugh together.
- Signposting to sources of support when dealing with sensitive issues.

Groupings

RSHE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that both genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for children to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use this skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established with the children at the start of the unit about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensure that pupil discussions are in a way which encourages thoughtful participation. As previously mentioned, humour may be used appropriately.

5. Children may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.
6. If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual child protection procedures followed.

Menstrual well-being

'The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Children should be taught key facts about the menstrual cycle. In addition to the curriculum content, school should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with request for menstrual products. DfE

Age- appropriate education about menstruation begins in Year 5 because we feel this is when the majority of our children need this information. Menstrual products are available to children from our school office and sanitary bins are in the Year 5 and 6 girl's toilets.

Continuity, Progression and Assessment

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering: knowledge, skills and attitudes developed in response to the baseline (needs) assessment of children, building on previous/existing knowledge, experience and understanding.

Children existing knowledge needs to be the starting point for all RSHE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding.

The high levels of expectation for the quality of the work produced in RSHE will be the same expectations as in any other subject area.

The elements of RSHE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSHE is assessed as part of the PSHE provision and builds on existing school systems. (See PSHE policy.)

Monitoring and Evaluation

The programme is regularly evaluated by the RSHE/PSCHE coordinator. The views of the children and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

RSHE staff receive the same teaching and learning monitoring and support as other subjects. The RSHE coordinator receives time in order to carry out this process.

There is a RSHE coordinator is regularly trained and updated in this fast-moving subject area.

To ensure quality delivery of RSHE, the staff deliver RSHE have appropriate and regular training to keep them updated to. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSHE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

Equality

At Northfield Junior School, we comply with the relevant section of the Equality Act.

"Schools must not unlawfully discriminate against children because of their age, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

Provision within the Equality Act allows schools to take positive action to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, children with particular protected characteristics.

Schools should consider what they can do to foster healthy and respectful peer to peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on children based on their gender or any other characteristic.

Schools should be alive to everyday issues such as sexism, misogyny, homophobia and gender stereotype and take positive action to build a culture where these are not tolerated.

Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

Schools should be aware that some children are more vulnerable to exploitation bullying and other issues due to the nature of their SEND.

Relationship Education, RSE and Health Education must be accessible for all children.

In all schools, when teaching about these subjects, the religious background of the children must be taken into account when planning teaching. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships and balanced debate may take place about issues that are seen as contentious.

All schools teaching should reflect the law as it applies to relationships." DfE (See Appendix 1)

We believe that all children' individual differences should be celebrated. We ensure that all children, no matter what their individual circumstances, can access the RSHE curriculum. We support all communities (including LGBTQ+) through our PSCHE Matters curriculum which integrates representation for all communities and protected characteristics. We believe all children have the right to RSHE education. Parents are fully informed and there is a culture of 'open discussion'.

We recognise that children have varying needs regarding RSHE depending on their circumstances and background. The school believes that all people should have access to RSHE that is relevant to their particular needs. To achieve this, the school's approach to RSHE will take account of:

- Girls tend to have a greater access to RSHE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism, sexualised behaviour and sexist bullying.
- Some children may have learning, emotional or behavioural difficulties, or physical disabilities that result in particular RSHE needs at times, which we will support. It may also mean that they have difficulty accessing the RSHE curriculum. We will assess their need and provide an appropriate RSHE curriculum.
- Different ethnic and cultural groups may have different attitudes to RSHE. The school will consult children and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic and cultural groups in line with safeguarding and school's statutory duty to keep children safe and deliver certain elements of the statutory RSHE curriculum.
- Some of our children will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBTQ+). Some children may have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. All our children will meet and work with LGBTQ+ people both now and in the future. Our approach to RSHE will ensure that children foster respect for others and educate children about healthy relationships. RSHE will meet the needs of all children, whatever their developing sexuality or identity and this includes age-appropriate teaching about different types of relationships.
- We actively tackle homophobic bullying.

- We recognise that our children may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances.

Parental Engagement in RSHE

We work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision and will work to ensure the safety of that child.

Parents have a legal right to withdraw their children from dedicated sex education lessons which are delivered outside the Science curriculum (e.g. how a baby is made and born). They cannot withdraw their child from the Health or Relationships curriculum. Parents will receive a letter prior to their child's RSHE lessons, overviewing the objectives being taught and enabling them to make an informed decision. The overall PSCHE content can be viewed on the curriculum pages of our school website.

Policy Links

- Anti-Bullying*
- Drugs Education
- Confidentiality
- Emotional Health and Well-Being
- Equality Policy*
- External Contributors
- PSHE*
- Safeguarding*
- Science*
- Teaching Learning and Assessment

**** All policies denoted are accessible on the school website. For all other policies, please contact the school office***

Appendices

Appendix 1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/foreword-by-the-secretary-of-state