



# RSHE Policy

Policy Type:	Curriculum
Updated:	September 2024 in line with May 24 guidance
Next Review:	September 2025 or sooner in line with final statutory guidance
Last parent consultation	<b>June 2021</b>
Next parent consultation	<b>October 2024</b>

# RSHE Policy

## 1. Statement of intent

Here at Kiveton Park Infant School we understand the importance of educating pupils about relationships, sex and health education, in order for pupils to make well-informed and ethical decisions about their wellbeing, health and relationships. 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 moral, social, cultural, mental and physical development. 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 released with statutory implementation date of Autumn 2024

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 relationships and where Sex Ed is taught, an understanding of human reproduction in line with the Science National Curriculum.
- Develop a range of appropriate personal skills.
- Be aware of how to keep themselves safe and healthy.
- The aims will be achieved through developing an understanding of the RSHE curriculum outlined by the DfE

## 3. Statutory guidance

At Kiveton Park Infant 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. 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](#)
- [https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/supporting\\_documents/Draft%20RSE%20and%20Health%20Education%20statutory%20guidance.pdf](https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/supporting_documents/Draft%20RSE%20and%20Health%20Education%20statutory%20guidance.pdf)
- DfE Science programmes of study: key stages 1 and 2 2013

## 4. RSHE in the curriculum

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. In line with the latest RSHE Guidance May 24 the school will not teach about different forms of sexual activity or gender identity. Teaching about

risks of online gaming, social media and scams will not be taught prior to Y3, puberty will not be taught prior to Y4 and sex ed in line with Science NC coverage of conception and birth will not be taught prior to Y5.

The different elements from the RSHE guidance covered by the school curriculum are outlined below so that parents can see clearly what is taught when and can make informed choices about whether to withdraw their child from sex education beyond the NC Science. Parents may see any teaching materials if requested.

### Relationships Education

Curriculum areas as identified by RSHE guidance	Where this is taught in the school curriculum
Families and people who care for me	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons (Cycle A & B Unit 1), stories, assemblies
Caring friendships	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons (Cycle A & B Unit 1), stories, assemblies
Respectful relationships	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons (Cycle A & B Unit 1), stories, assemblies
Online relationships	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons (Cycle A & B Unit 1, Cycle B Unit 4), stories, assemblies, computing lessons (esafety)
Being safe	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons (Cycle A Unit 5, Cycle B Unit 4), stories, assemblies, computing lessons (esafety)

**Sex Education** NB there will be no teaching of content which is delivered at Secondary (see Appendix 2)

Curriculum areas as identified by RSHE guidance	Where this is taught in the school curriculum
NC Science related learning: External body parts Human body as it grows from birth to old age, including puberty	KS1 - Science lessons (Cycle A Unit 2) Puberty is not taught at KPI
Human reproduction/own safety (not before Y5)	Not taught at KPI

### Health and wellbeing education

Curriculum areas as identified by RSHE guidance	Where this is taught in the school curriculum
General wellbeing	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons (Cycle A & B Unit 1), stories, assemblies

Online safety and harms (some content outlined above not taught till Y3)	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons Cycle A Unit 5, Cycle B Unit 4), stories, assemblies, computing lessons (Cycle A & B Unit 1)
Physical health and fitness	EYFS – PE lessons, stories, assemblies, interactions, indoor and outdoor provision KS1 – PE lessons, PSHE lessons (Cycle A Unit 4), stories, assemblies
Healthy eating	EYFS - stories, interactions, provision KS1 - PSHE lessons (Cycle A Unit 4, Cycle B unit 2), stories
Drugs, alcohol, tobacco and vaping	KS1 - PSHE lessons (Cycle A & B Unit 5)
Health protection and prevention	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons (Cycle A Unit 3, Cycle B Unit 2), stories, assemblies
Personal safety	EYFS - stories, assemblies, interactions, provision KS1 - PSHE lessons (Cycle A Unit 5, Cycle B Unit 4), stories, assemblies
Basic first aid	Not taught at KPI
Developing bodies (not before Y4)	Not taught at KPI

## 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 engage in discussion. Teaching staff will answer questions in line with the content being delivered. Questions that are in relation to content which is restricted to older children, that are about sex ed topics that the school doesn't cover, or asked by children withdrawn from sex ed will be guided to seek further information from parents/trusted adult beyond the school.

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.

## **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 and can view curriculum materials for their child by contacting the school

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

## **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.

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>

## Appendix 2

### Age restrictions for topic content

#### Primary

Topic	Age limit
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Not before year 3
Growth, change and the changing adolescent body. This topic should include the human lifecycle. Puberty should be mentioned as a stage in this process, including the key facts about the menstrual cycle, including physical and emotional changes.	Not before year 4
Sex education topics taught in primary, which should be in line with what pupils learn about conception and birth as part of the national curriculum for science.	Not before year 5



**Secondary:**

Topic	Age limit
<p>What constitutes harmful sexual behaviour, including sexual harassment and the concepts and laws relating to it, including revenge porn, upskirting and taking intimate sexual photos without consent, public sexual harassment, and unsolicited sexual language / attention / touching.</p> <p>The concepts and laws relating to sexual exploitation and abuse, grooming, stalking, and forced marriage.</p> <p>Circulating images and information and how to safely report to trusted adults the non-consensual creation or distribution of an intimate image.</p> <p>The risks of inappropriate online content, including pornographic content, without discussing the details of sexual acts.</p>	Not before year 7
<p>Direct references to suicide (as part of teaching about health and wellbeing).</p>	Not before year 8
<p>Discussing the details of sexually explicit materials, in the context of learning about the risks of inappropriate online content, including pornographic content.</p> <p>Discussing the explicit details of violent abuse, including the detail of topics such as rape, sexual assault, female genital mutilation (FGM), virginity testing and hymenoplasty</p> <p>Discussing the explicit details of violent abuse when discussing the concepts and laws relating to domestic abuse including coercive control, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</p>	Not before year 9
<p>Explicit discussion of the details of sexual acts, in the context of teaching about intimate and sexual relationships, including in relation to contraception and STIs.</p>	Not before year 9