

Copthorne CE Junior School

RSHE Policy

**Approved March 2025
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CONTENTS

POLICY

- 1. Curriculum Statement**
- 2. Aims**
- 3. Statutory Requirements**
- 4. Development of policy**
- 5. RSHE Curriculum**
- 6. Roles and Responsibilities**
- 7. Training**
- 8. Monitoring arrangements**
- 9. The School Environment**
- 10. Complaints Procedure**

POLICY

1. Curriculum Statement

Vision

We, at Copthorne C.E Junior School, believe that every child and adult is unique. With God's love, we grow and learn together, encouraging everyone in our school family to "let their light shine" (Matthew 5:16). We strive to be the best that we can be, knowing that "what will be has not yet been revealed" (1 John 3:2). Through our Christian values, we flourish as one inclusive community. Our children move on to the next phase of their education with a lifelong love of learning and a compassionate and considerate approach to life.

Our core values of compassion, creativity, confidence, curiosity and courage will help us sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society.

We hope that our core values will help children understand that there are some central beliefs that people hold, and learn to fall back on these when making choices and decisions using these core values as an important guiding tool.

RSHE Curriculum Intent

At Copthorne CE Junior school, the teaching of RSHE prepares the children for opportunities, responsibilities and experiences of later life, whilst supporting the well-being of the children throughout their school journey. Through **independent** and **collaborative** learning, children will develop an understanding of their place and contributions within the wider community, as well as learning how to show **compassion**, resolve conflicts, and develop respect for others.

The curriculum, underpinned by inclusive practice, will actively **engage** the children to build on their life experiences so far in order to achieve their goals outlined in the National Curriculum. Opportunities are always given for our children to express themselves in a variety of ways and realise their potential through promoting **curiosity**, **active questioning** and **critical thinking** and celebrating their individuality.

Our **expert** RSHE learners will have a clear social and cultural understanding of local, national, global societies to equip them with the knowledge and understanding necessary to be responsible world citizens and where opportunities arise, **link** their understanding to other subjects.

The **learning progresses** in a way that develops **skills**, **knowledge** and a **broad understanding** through in-depth study of themes: Healthy lives, Relationships, Being fair and safe, Celebrating Differences, Changing Me and Going for goals. These are taught at the same time for each year group. This enable the learning message to be reinforced through whole school awareness days and during worship time.

Through our curriculum, we:

- Embed the Christian Values of love, respect, friendship, honesty, forgiveness, hope and courage whilst also promoting the five key British values.
- Develop children's self- confidence and self –esteem so they can be active and happy members of the school community
- Enable children to develop safe and healthy relationships now and in the future

- Provide children with the opportunities for gaining cultural capital (either within school or in the local community)
- Identify and understand factors which allow us to have a healthy lifestyle
- Promote the importance of British Values..

2. Aims

The aims of relationships and sex and health education (RSHE) at our school are to:

- Enable children to understand how to keep themselves and others safe
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others whilst also equipping them to deal with risk
- Combat exploitation
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, by providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made whilst respecting and valuing others who may be different to them in an inclusive school community
- Create a positive culture around issues of sexuality and relationships and understand the importance of equal rights for everyone
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Enable children to make responsible and informed decisions about their health and well-being
- Through a consistent standard of RSHE across the school, all pupils by the time they reach secondary school age, are well equipped and on an equal footing to deal with the secondary RSHE curriculum

3. Statutory requirements

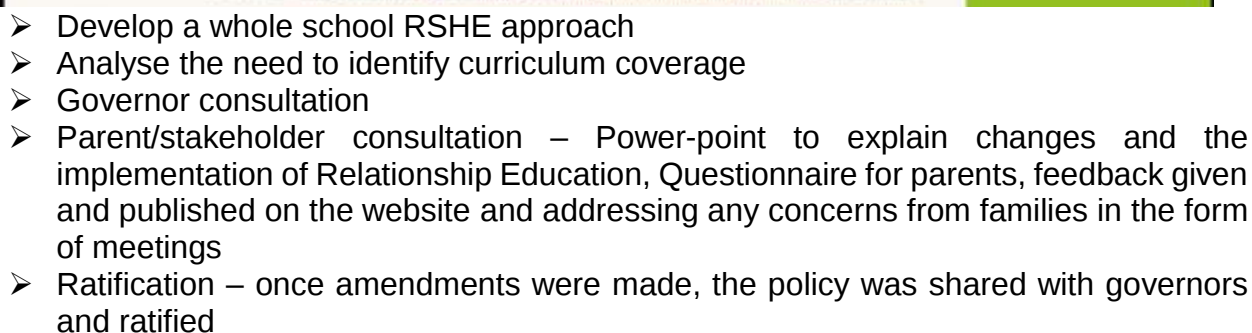
The Department for Education guidance states that from the Summer Term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement....

Should you like to see the guidance from the government please visit:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved following the West Sussex 'E4S' pathway:



Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive

relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education. RSE Curriculum Content is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is continually review to ensure that it takes into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Our curriculum content is based on resources provided by following the West Sussex pathway, 'E4S', and other programmes such as Jigsaw, 3 Dimensions and the PSHE Association.

5.1 The key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Pupils should know:

- that families are important for children 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 children 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 children's 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 children's 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.

Caring friendships

Pupils should know:

- 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 physically or verbally aggressive behaviour 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.

Respectful relationships

Pupils should know:

- 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 granting in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- 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.

Being safe

Pupils should know:

- 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 children 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 and others.
- 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 of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

5.2 Statutory Health Curriculum Content

At Copthorne CE Junior School, the focus will be on teaching the characteristics of good physical health and mental wellbeing. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, the benefits of hobbies, interests and participation in their own communities and the benefits of rationing time spent online and the risks of excessive use of electronic devices.

Key objectives of the statutory physical health and mental wellbeing curriculum are outlined below:

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether that they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spend with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

- how to consider the effect of their online actions on others and know who to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle

5.3 Statutory Science Curriculum Content

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

5.4 Non-Statutory Sex Education

As part of statutory Health Education, pupils are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

Pupils are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request prior to the learning commencing.

5.5 Delivery of RSHE

At Copthorne CE Junior School, RSHE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also complements content covered in Science, Computing and PE, and other aspects are included in religious education (RE). Our Relationships, Sex and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSHE in school, for example a school nurse. All visitors will be familiar with and understand the school's RSHE policy and be expected to work within it.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Inclusion and Equal Opportunities and Diversity

Copthorne CE Junior School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal

worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

IN RSHE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a Relationships, Sex and Health education programme that is relevant to all pupils

RSHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equality and objectives Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

SEND

At Copthorne CE Junior School Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

6 Roles and Responsibilities

The Governing body

The governing body will approve this policy and it will hold the Headteacher and Deputy Headteacher to account for the implementation of this policy and to ensure that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

The Curriculum Leaders

The Curriculum Leaders will:

- develop a differentiated curriculum;
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching delivered by a specialist teacher fits with the planned programme;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need

to be educated citizens in democratic Britain;

- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor the implementation of the policy and curriculum;
- annual report to the Governing Body on the success and development of this policy.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

7 Training

Staff are trained on the delivery of RSHE during teacher and LSA meetings and inset days. The Headteacher will also invite visitors from outside the school, such as health professionals and charities to provide support and training to staff teaching RSE.

8 Monitoring arrangements

The delivery of RSHE is monitored by the Leads for PSHE leads and members of the Senior Leadership through: Learning Walks, child conferencing/ pupil voice and the monitoring of class RSHE journals.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by RSHE leads or in the event of updated statutory guidance. At every review, the policy will be approved by Governing Board.

9 The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.
- Refer to and exemplify the school's values of **courage**, **creativity**, **curiosity**, **compassion** and confidence.

10. Complaints Procedure

- Any complaints or concerns about the Relationships, Sex and Health education programme should be made to the class teacher in the first instance. Parents can choose to follow the Copthorne CE Junior School complaints procedure if they feel things are not resolved.