

<b>RSHE POLICY</b>	
<b>Localised School Based Procedures</b>	
<b>School Name:</b>	St. James' Church of England Primary Academy
<b>Principal:</b>	Julia Strickland
<b>Designated Safeguarding Lead:</b>	Julia Strickland
<b>RSHE Lead</b>	Megan Worrall
<b>Implementation Date:</b> <i>Inline with policy approval</i>	September 2026

**In conjunction with our Trust wide RSHE policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.**

We have also consulted Church of England Guidance including;

- Church of England Archbishops' Council Education Division and The National Society Valuing All God's Children (Archbishop's Council Education Division, May 2014).
- The Church of England Education Office Statutory Inspection of Anglican and Methodist Schools Evaluation Schedule (The National Society, September 2023).
- The Church of England Education Office Church of England Vision for Education: Deeply Christian, Serving the Common Good (Autumn 2016).
- The Church of England Education Office The Fruit of the Spirit: A Church of England Discussion Paper on Character Education (October 2015).
- The Church of England Foundation for Educational Leadership Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (September 2017)
- [https://www.churchofengland.org/sites/default/files/2019-11///rshe-principles-and-charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///rshe-principles-and-charter_0.pdf)

The localised procedures for the school/academy setting focus on the following key areas: -

- Introduction
- Teaching staff responsible for delivering the RSHE curriculum
- Organisation of the RSHE curriculum
- Channels for Providing Feedback
- Consultation with parents/carers
- Relationships Education
- Health Education
- Sex Education
- Delivery of the curriculum
- Withdrawal from lessons

Should you have any concerns or questions relating to the localised procedure, in the first instance, please contact [hello@stj.hlt.academy](mailto:hello@stj.hlt.academy)

### Introduction

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

*'So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV) I have come in order that you might have life - life in all its fullness. (John 10:10, GNB)'*

At St James Church of England Academy, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE), regarding our RSE and Health Education Policy;

[https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear. Our school/academy therefore takes a faith-sensitive and inclusive approach to this policy. All pupils are treated with dignity, made in the image of God and loved equally by God.

Our RSHE curriculum ensures that all pupils are able to cherish themselves and others as unique and wonderfully made, to keep themselves safe and are able to form healthy relationships where they respect and afford dignity to others.

### Teaching staff responsible for delivering the RSHE curriculum

#### Relates to item 2.5 within the Primary School RSHE Policy

All teachers are involved in the teaching of RSHE. The class teachers are responsible for the delivery of the relevant curriculum to their own class.

In Year 5 and 6 the sessions are also delivered in conjunction with the school nurses, who are booked through the local authority NHS school nursing team.

<b>Organisation of the RSHE curriculum</b>
<b>Relates to item 3.2 within the Primary School RHE Policy</b>
“Sex education” is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

<b>Channels for Providing Feedback</b>
<b>Relates to item 3.6 within the Primary School RSHE Policy</b>
<p><b>Any parent/carer, teacher or pupil can provide feedback throughout the academic year by:</b></p> <ul style="list-style-type: none"> <li>● Organising a meeting with the Principal</li> <li>● Emailing <a href="mailto:hello@stj.hlt.academy">hello@stj.hlt.academy</a></li> <li>● Submitting written feedback via the school office</li> </ul>

<b>Consultation with Parents/Carers</b>
<b>Relates to item 4 within the Primary School RSHE Policy</b>
The school will work closely with parents/carers/carers in reviewing the sex education curriculum, and will consult with them annually with regards to what is covered.

<b>Relationships Education</b>	
<b>Relates to item 6.1 within the Primary School RSHE Policy</b>	
<b>Foundation Stage</b>	<ul style="list-style-type: none"> <li>● Know what a family is</li> <li>● Know that different people in a family have different responsibilities (jobs)</li> <li>● Know some of the characteristics of healthy and safe friendships</li> <li>● Know that friends sometimes fall out</li> <li>● Know some ways to mend a friendship</li> <li>● Know that unkind words can never be taken back and they can hurt</li> <li>● Know how to use Jigsaw’s Calm Me to help when feeling angry</li> <li>● Know some reasons why others get angry</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Know that everyone’s family is different</li> <li>● Know how to make a friend</li> <li>● Know that families are founded on belonging, love and care</li> <li>● Know that physical contact can be used as a greeting</li> <li>● Know the characteristics of healthy and safe friends</li> <li>● Know who to ask for help in the school community</li> <li>● Know how to help themselves and others when they feel upset or hurt</li> </ul>

<b>Relationships Education</b>	
<b>Relates to item 6.1 within the Primary School RSHE Policy</b>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Know the members of my family and understand my relationship with each of them</li> <li>● Know that it is important to share and cooperate</li> <li>● Know that there are lots of forms of physical contact within a family and that some are acceptable and some are not</li> <li>● Know how to identify some of the things that cause conflict with my friends</li> <li>● Know that sometimes it is good to keep a secret and sometimes it is not good</li> <li>● Know who can help me in my family, my school and my community</li> <li>● Know how to express my appreciation for the people in my special relationships</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● Know that different family members carry out different roles or have different responsibilities within the family</li> <li>● Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>● Know some strategies for keeping themselves safe online</li> <li>● Know that they and all children have rights (UNCRC)</li> <li>● Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</li> <li>● Know how some of the actions and work of people around the world help and influence my life</li> <li>● Know how to express my appreciation to my family and friends</li> <li>● Know the lives of children around the world can be different from their own</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>● Know some reasons why people feel jealousy</li> <li>● Know that loss is a normal part of relationships</li> <li>● Know that negative feelings are a normal part of loss</li> <li>● Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</li> <li>● Know that jealousy can be damaging to relationships</li> <li>● Know how to show love and appreciation to people/animals who are special to me</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>● Know the characteristics of who I am</li> <li>● Know that online communities can have positive and negative consequences</li> <li>● Know that there are rights and responsibilities in an online community</li> <li>● Know that there are rights and responsibilities when playing a game online</li> <li>● Know when I am spending too much time using devices</li> <li>● Know how friendships change and how to manage conflict</li> <li>● Know how to stay safe when using technology to communicate with others</li> <li>● Know that I have rights about my personal data</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>● Know that it is important to take care of their own mental health</li> <li>● Know ways that they can take care of their own mental health</li> <li>● Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>● Know that sometimes people can try to gain power or control them</li> <li>● Know some of the dangers of being 'online'</li> </ul>

<b>Relationships Education</b>	
<b>Relates to item 6.1 within the Primary School RSHE Policy</b>	
	<ul style="list-style-type: none"> <li>● Know how to use technology safely and positively to communicate with their friends and family</li> </ul>

<b>Health Education</b>	
<b>Relates to item 8.1 within the Primary School RSHE Policy</b>	
<b>Foundation Stage</b>	<ul style="list-style-type: none"> <li>● Know what the word 'healthy' means</li> <li>● Know that I need exercise to keep my body healthy</li> <li>● Know that moving and resting are good for my body</li> <li>● Know healthy and unhealthy foods</li> <li>● Know why sleep is good for me</li> <li>● Know why it is important to wash my hands</li> <li>● Know who my safe adults are</li> <li>● Know how to stay safe</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Know the difference between being healthy and unhealthy</li> <li>● Know how to make healthy lifestyle choices</li> <li>● Know that all household products, including medicines, can be harmful if not used properly</li> <li>● Know that medicines can help them if they feel poorly</li> <li>● Know how to keep safe when crossing the road</li> <li>● Know how to keep themselves clean and healthy</li> <li>● Know that germs cause disease/illness</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Know which food my body needs to keep me healthy</li> <li>● Know why certain healthy snacks are good for my body</li> <li>● Know about hazards in my home and how to keep myself safe</li> <li>● Know how to keep safe around roads, railways and water</li> <li>● Know how medicines work in my body and how to use them safely</li> <li>● Know how to make good choices to stay healthy and safe</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● Know how exercise affects their bodies</li> <li>● Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>● Know that there are different types of drugs</li> <li>● Know that there are things, places and people that can be dangerous</li> <li>● Know when something feels safe or unsafe</li> <li>● Know why their hearts and lungs are such important organs</li> <li>● Know a range of strategies to keep themselves safe</li> <li>● Know that their bodies are complex and need taking care of</li> </ul>

<b>Health Education</b>	
<b>Relates to item 8.1 within the Primary School RSHE Policy</b>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>● Know how different friendship groups are formed</li> <li>● Know how peer influence can lead to unsafe choices</li> <li>● Know how to reduce risks and ask for help</li> <li>● Know the effects of smoking and vaping on people's health</li> <li>● Know why some people might start to smoke or vape</li> <li>● Know the facts about alcohol and the effects on people's health</li> <li>● Know when people are putting me under pressure and explain ways to resist this</li> <li>● Know what I believe is right or wrong</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>● Know the health risks of smoking and vaping</li> <li>● Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>● Know basic emergency procedures, including the recovery position</li> <li>● Know that the media, social media and celebrity culture promotes certain body types</li> <li>● Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</li> <li>● Know what makes a healthy lifestyle</li> <li>● Know how to get help in emergency situations</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>● Know how to take responsibility for their own health</li> <li>● Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>● Know that some people can be exploited and made to do things that are against the law</li> <li>● Know what it means to be emotionally well</li> <li>● Know that being stressed can cause drug and alcohol misuse</li> <li>● Know that stress can be triggered by a range of things</li> <li>● Know why some people join gangs and the risk that this can involve</li> </ul>

<b>Sex Education</b>
<b>Relates to item 9 within the Primary School RSHE Policy</b>
<p>Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that pupils are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.</p> <p>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.</p> <p>The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.</p>

<b>Sex Education</b>	
<b>Relates to item 9.1 within the Primary School RSHE Policy</b>	
<b>Foundation Stage</b>	<ul style="list-style-type: none"> <li>● Know that we grow from baby to adult</li> <li>● Know that sharing how they feel can help solve a worry</li> <li>● Know that changes happen when we grow up</li> <li>● Know that learning brings about change</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Know the names of male and female private body parts</li> <li>● Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>● Know that animals including humans have a life cycle</li> <li>● Know that people grow up at different rates and that is normal</li> <li>● Know that changes happen when we grow up</li> <li>● Know how to cope with changes, such as transitioning to a new year group</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Know the names of male and female body parts</li> <li>● Know that private body parts are special and that no one has the right to hurt these</li> <li>● Know who to ask for help if they are worried or frightened</li> <li>● Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>● Know the correct names for private body parts</li> <li>● Know that life cycles exist in nature</li> <li>● Know that ageing is a natural process including old age</li> <li>● Know that some changes are out of an individual's control</li> <li>● Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul>

<b>Sex Education</b>	
<b>Relates to item 9.1 within the Primary School RSHE Policy</b>	
	<ul style="list-style-type: none"> <li>● Know about family stereotypes and that any family member can take on any role</li> <li>● Know that personal hygiene is important and becomes increasingly important during puberty</li> <li>● Know how to cope with changes, such as transitioning to a new year group</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>● Know some of the outside body changes that happen during puberty</li> <li>● Know some of the changes on the inside that happen during puberty</li> <li>● Know that in animals and humans lots of changes happen between conception and growing up</li> <li>● Know that in nature it is usually the female that carries the baby</li> <li>● Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>● Know that babies need love and care from their parents/carers</li> <li>● Know some of the changes that happen between being a baby and a child</li> <li>● Know how to cope with changes, such as transitioning to a new year group</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>● Know that a person is unique</li> <li>● Know that a female body changes internally during puberty</li> <li>● Know that menstruation is a natural monthly process</li> <li>● Know that there are different menstruation products</li> <li>● Know that families come in many different forms</li> <li>● Know that there are changes we can and can't control</li> <li>● Know that they can talk to their inner circle or a trusted adult during challenging changes</li> <li>● Know that there are reliable and unreliable sources of support online</li> <li>● Know that personal hygiene is important during puberty and as an adult</li> <li>● Know how to cope with changes, such as transitioning to a new year group</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>● Know that images online aren't always real and why comparing ourselves to media is unfair</li> <li>● Know how to use positive affirmations to develop healthier self-esteem</li> <li>● Know about the menstrual cycle and the female reproductive system</li> <li>● Know that they can speak to a trusted adult if they have any concerns about body image or eating</li> <li>● Know that there are different menstruation products</li> <li>● Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>● Know that becoming a teenager involves various changes and also brings growing responsibility</li> <li>● Know what perception means and that perceptions can be right or wrong</li> <li>● Know how to cope with changes, such as transitioning to a new year group</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>● Know that girls and boys have physical and emotional changes during puberty</li> <li>● Know about conception to birth</li> </ul>

## Sex Education

### Relates to item 9.1 within the Primary School RSHE Policy

- Know how being physically attracted to someone changes the nature of the relationship
- Know about sexting and a loss of control over personal information
- Know how to be assertive and finding authentic friends by being true to oneself
- Know how to challenge negative body talk
- Know the importance of self-esteem and what they can do to develop it
- Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class

## Delivery of the Curriculum

### Relates to item 10 within the Primary School RSHE Policy

Sex education will be delivered through the science curriculum and the PSHE curriculum.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenges for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents/carers/carers and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents/carers/carers do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Safeguarding and Child Protection Policy.

## Withdrawal from Lessons

### Relates to item 14.1 within the Primary School RSHE Policy

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents/carers/carers have the right to request to withdraw their child from all or part of the sex education curriculum.

The principal will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the principal will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The principal will discuss with the parent the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The principal will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the principal's decision.

Where a pupil is withdrawn from sex education, the principal will ensure that the pupil receives appropriate alternative education.