



# St. Luke's CEVA Primary School

## Relationships Sex and Health Education (RSHE) Policy

**Date Approved by Governors: Autumn 2024**

**When the policy will be reviewed: Autumn 2026 or sooner if new guidance comes out**

**Aspiring to be just and kind**

**Walking humbly with God**

**Growing with every opportunity**



At St. Luke's, we are committed to fostering a community built on justice, kindness, service and respect, ensuring that everyone—regardless of background—is treated with dignity, warmth, and fairness. We are a Church of England VA School and we welcome all faiths.

We strive to embed a positive approach to our relationships which is evident in our behaviour in and out of school. We believe in restorative justice, to emphasise respect and reconciliation for all.

Our goal is to inspire pupils to make ethical choices and become agents of change, both within their own communities and beyond. We provide an environment where all individuals can flourish, experiencing a life-enhancing encounter with the Christian faith and Jesus Christ.

With hearts of compassion, we encourage service to others, extending kindness and support both within our school and the wider world. Through an excellent and broad-based curriculum, we ignite enthusiasm, energy, and dedication, empowering pupils to fully grow within their learning journey.

We prioritise diverse opportunities in sports, music, the arts, technology, and culture, supporting pupils' spiritual, moral, social, and personal development. We encourage pupils to grow in the 'fruits of the Spirit'—love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.

Our pupils grow with every opportunity and flourish spiritually.

## Who we are:

Person responsible for RSHE in school - Helen Tarbuck AHT

St. Luke's is a Church of England School that serves a diverse community and works in partnership with parents and carers, to support all in our community to be lifelong learners and socially-responsible members of society.



ST LUKE'S PRIMARY

### Associated Values

Justice  
Kindness  
Respect  
Service  
Growth



Micah 6:8



Aspiring to be just and kind. Walking humbly with God. Growing with every opportunity.

### Aims to Guide our Practice

- Develop an active culture of justice and kindness, where everyone (regardless of background) is treated with dignity, respect and warmth.
- Embed a positive approach to behaviour management, which has restorative justice at its core and focuses on respect, forgiveness, trust and restoration.
- Inspire the pupils to make ethical choices and become agents for change both within their own context and further afield.
- Provide an environment where everyone can flourish and have a life enhancing encounter with the Christian faith and Jesus Christ.
- To provide an environment where everyone can develop an interest in exploring, improving understanding of and showing respect for different beliefs, religious or otherwise and cultural diversity.
- Instil hearts of compassion which lead to the service of others both within our own context and further afield.
- Provide an excellent, broad-based curriculum that inspires enthusiasm, energy, creativity and dedication as pupils fully engage with learning
- Provide pupils with a variety of opportunities, including sporting, musical, artistic, technological and cultural activities that facilitate spiritual, moral, social and cultural and growth
- Encourage pupils to grow within their lives the 'fruits of the spirit' (love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control)
- Develop a growth mindset, resilience and good mental health and well-being.

Our vision statement is reflective of Church of England vision for education which is 'deeply Christian, serving the common good' and provides a 'golden thread' to encompass curricular and extracurricular activities; the character and moral development of our pupils; our promotion of social and cultural development and our desire to treat others with dignity and respect. In addition, it directs our Religious Education and PSHE and, inspires our Collective Worship.

## **Policy statement - Aims and objectives of RSHE**

It is the intention of St. Luke's CEVA to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in St. Luke's will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

## **Statutory content: RSHE**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at St. Luke's we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

### **National Curriculum Science**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

**There continues to be no right to withdraw from national curriculum science.**

### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

**There is no right to withdraw from Health Education.**

### **Relationships Education**

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

**There is no right to withdraw from Relationships Education**

### **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

## **Non-statutory RSHE**

### **Sex Education that goes beyond national curriculum science**

The Government and local advisors strongly recommend, after consultation with parents/carers, to teach Sex Education beyond that taught within the science curriculum. St. Luke's will be teaching a basic understanding about 'how a baby is conceived and is born in Y6, following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at St. Luke's will centre around human reproduction and will be taught by trained senior staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

## **The right of parents/carers to withdraw their children from non-statutory RSHE**

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

## **Equality**

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep St. Luke's a safe, inclusive and caring place for all, upholding the core christian values and ethos of the school.

## **Monitoring evaluation and assessment.**

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader (Helen Tarbuck)
- The school will identify pupils' prior knowledge using a range of retrieval strategies.
- The school will assess pupils' learning and progress through teacher assessment which will inform next steps.
- The school will evidence pupils' learning and progress by recorded teacher documentation

## Resources

The school will draw from a number of educational resources... For example: Jigsaw, the Diocese of Chelmsford CoE, material from the Big Think Community and appropriate PSHE books.

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE

## RSHE curriculum lead teacher

Any queries about this policy should be addressed to Mrs Tarbuck or the Headteacher

*Developed from materials shared with Jo Sell from Tower Hamlets LA and used with permission*

*Approved by: Newham LA; Newham SACRE, NAPNH and NASH*

## Appendix 1

### Information about how and why RSHE will be taught at St. Luke's CEVA Primary School

#### Why are we teaching RSHE?

- Because it is the right thing to do. Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves in and work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21<sup>st</sup> century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- At St. Luke's CEVA Primary School we have decided to teach sex education, 'how babies are conceived and born' in an age appropriate manner and under the professional judgement of the SLT, because young people tell us that the school is a trusted place where they would like to learn RSHE. (Sell 2019). Also, a recent consultation of secondary school students in Newham has seen 63% of year 10s say that they think that pupils should learn how a baby is made and born at primary school age. We believe that by teaching this topic here, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground. The decision to teach sex education will be shared via a consultation with parents/carers and governors and their guidance and advice taken into consideration.

**The teaching of RSHE at St. Luke's CEVA Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.**

- Statutory Guidance on RSHE 2019  
*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims.
- The teaching of RSHE at St. Luke's CEVA Primary School is delivered within and influenced by related school policies:
  - Behaviour policy
  - Anti-bullying policy
  - Equality policy or statement
  - Safeguarding policy

### **Frequently asked questions:**

#### **How will we ensure lessons are taught sensitively?**

- Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics:
- Single sex classes for some lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions
- Use of anonymous question boxes
- Same sex teachers for single sex groups

#### **When will RSHE will be taught?**

- We will teach RSHE all year round as part of class time.
- The teaching of sex education will always take place towards the last third of June each year, before the children go to secondary schools.

#### **How will we ensure communication with parents/carers?**

- St. Luke's CEVA Primary School will always work with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer a meeting every year in Spring 2 or Summer 1 every year to explain what will happen in the sex education part of the RSHE curriculum, so that parents/carers can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school.

- Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, we will notify parents/carers ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a trusted teacher rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from sex education need to inform the school in writing, following a meeting with someone from the SLT to discuss concerns, alternative provision can be made for the child. This process will be documented.

### Who will be teaching RSHE?

- For the Y6 part of the sex education curriculum Mr. Hipperson or another member of SLT will teach the boys and Mrs Tarbuck or another member of SLT the girls.
- For all other parts of the curriculum the class teacher will deliver the lessons.

### What training will staff be given?

- Staff receive training every year around RHSE during the school INSET programme.

### What materials will be used to deliver RSHE?

- In St. Luke's CEVA Primary School we have chosen to use a variety of materials to deliver RSHE, from sources we believe are best suited to our pupils and our context. We do however use Jigsaw and Big Think materials predominately for much of our teaching of R(S)HE.

### Scheme of work

Attached to this policy is a long-term plan or general scheme of work.

It is good that parents/carers are aware of what is being taught when, so that they can teach their children at home before the learning takes place or talk with their children afterwards. Knowing what their children are learning at school can offer parents/carers a chance to talk to their children about relationships and sex in a more open way if they choose.

It is the aim of St. Luke's CEVA Primary School to provide all our pupils with high quality, pupil sensitive, evidence based and age appropriate RSHE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact the Headteacher or Assistant headteacher ASAP.

*Approved by: Newham LA; Newham SACRE, NAPNH and NASH*



## Newham Primary RSHE Policy Appendix 2

Explanation of terms:

Relationships, sex and health education (RSHE), is the term most often used by schools in Newham. Health education appears in the same set of guidance from the DfE (2019) is very closely related to relationships and sex education and is often linked in lessons.

Relationships education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and sex education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that sex education is non-statutory in primary schools.

Lesson overview and long-term plan for primary R(S)HE

This long-term plan contains all the topics that the RSHE guidance says primary school pupils should know by the time they leave primary school.

School Year	National Curriculum subjects	R(S)HE Lesson Content	Notes
	That should be seen as part of the R(S)HE curriculum, but may be taught in other subjects, as well as part of a school wide, integrated or cross curricular approach to R(S)HE.	Following consultation with governors, teachers, councillors, parents/ carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)	

1-6		<p><b>Caring friendships</b> 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.</p> <p><b>Respectful relationships</b> 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. The conventions of courtesy and manners. 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.</p> <p><b>Being safe</b> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 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.</p> <p><b>Physical health and fitness</b> How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p><b>Healthy eating</b> The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.</p> <p><b>Health and prevention</b> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p><b>Basic first aid</b> How to make a clear and efficient call to emergency services if necessary.</p>	<p>Some topics should be reiterated in age appropriate ways in each year of primary school to build on previous teaching. A number of these over-arching topics are included in this year 1-6 section.</p> <p>Minority family backgrounds should be included here in a natural and caring way. Respect for difference may not mean agreement with, but by fostering respectful relationships the school will help pupils to adopt a positive approach to difference.</p> <p>Scientific names for genitals, i.e. vulva and penis should be used at an early stage for safeguarding reasons and should form part of the school's safeguarding policy. Children should not be expected to draw or discuss at length these body parts and the acknowledgement that families may also use other words for genitals should also be mentioned and respected. <u>Vagina as an internal organ and should not need to be mentioned until teaching about puberty or reproduction.</u></p>
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<p>1-2</p>	<p><b>Computing</b> Use technology safely and respectfully, keeping personal information private; where to go for help when they have concerns about content or contact on the internet</p> <p><b>P.E</b> Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p><b>Families and people who care for us</b> That families are important for children growing up because they can give love, security and stability. 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.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive to 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.</p> <p><b>Being safe</b> 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.</p> <p><b>Mental wellbeing</b> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.</p> <p><b>Internet safety how to keep safe online and seek help if needed</b> That for most people the internet is an integral part of life and has many benefits.</p> <p><b>Physical health and fitness</b> The characteristics and mental and physical benefits of an active lifestyle.</p>	<p>The Great Big Book of Families is just one example a good key stage 1 resource for introducing the idea of sameness and difference in families. It would also be a good book to recommend to parents/carers for use at home.</p>
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	<p><b>Science</b>          Notice that animals, including humans, have offspring which grow into adults          Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)          Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><b>Health and prevention</b>          Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.          Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.          Growing and that people change as they grow.          Good health and how eating the right sorts of food in the right quantities, drinking enough, air quality, exercise and hygiene has an effect on health. Can be linked to R(S)HE healthy eating and health and prevention.</p>	
Year 3-4		<p><b>Families and people who Care for me</b>          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.</p> <p><b>Caring relationships</b>          The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Respectful relationships</b>          Practical steps they can take in a range of different contexts to improve or support respectful relationships.          The importance of self-respect and how this links to their own happiness.          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.</p>	

	<p><b>Computing</b></p> <p>Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact</p>	<p><b>Online relationships</b></p> <p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	
		<p><b>Being safe</b></p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) that they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p><b>Mental wellbeing</b></p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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 spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>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).</p>	

	<p><b>Computing</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Science</b> Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.</p>	<p><b>Internet safety and harms</b> 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. Why social media, some computer games and online gaming, for example, are age restricted. Where and how to report concerns and get support with issues online.</p> <p><b>Healthy eating</b> What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>Computing is included here too as in the guidance it is separated into relationships education and health education. In reality internet safety is likely to be taught in both computing and R(S)HE, with relationships and health education being merged into one lesson.</p>
	<p><b>PE</b> Learn how to lead healthy, active lives. Use running, jumping, throwing and catching in isolation and in combination Play competitive games.</p>	<p><b>Physical health and fitness</b> 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).</p> <p><b>Health and prevention</b> The facts and science relating to allergies, immunisation and vaccination.</p> <p><b>Changing adolescent body</b> 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.</p>	<p>The DfE, Ofsted and common sense say that children should understand about puberty before onset. Puberty starts at different times for different children, so the school needs to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.</p>

<p><b>Year 5-6</b></p>	<p><b>Science</b> Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p><b>Families and people who care for me</b> 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. <b>Online relationships</b> 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.</p> <p><b>Changing adolescent body</b> 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.</p>	<p><b>Many topics important to this age group, such as caring and respectful relationships etc... are included in the year 1-6 section at the beginning of this appendix. Please bear that in mind when planning individual lessons.</b></p> <p>The DfE, Ofsted and common sense, say that children should understand about puberty before its onset. Puberty starts at different times for different children so the school needs to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.</p>
<p><b>Year 5-6</b></p>	<p><b>Sex education</b></p>	<p><b>How babies are made and are born</b></p>	<p>This is a recommended topic for primary schools; however it is not statutory to teach it in primary schools. Most year 10s (63%) questioned in three Newham schools have said that they think human reproduction should be taught to primary age children.</p>

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

