



St John of Jerusalem
Church of England Primary School

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

Our School Vision and Values

Our Christian faith underpins the life of the school, and through God's enduring love, we create a nurturing and caring environment where our pupils develop in body, mind and spirit. Through love, patience and kindness, our children are encouraged to learn and grow together to realise their full potential.

"I can do all things through Him who strengthens me."

Philippians 4:13

Through our School Values, we foster:

The Love of learning,

love for one another and

love for God,

Introduction

St John of Jerusalem School intends to teach high quality, age-appropriate, pupil-sensitive, evidence-based RSHE that demonstrates respect for the law and all communities that call Hackney home.

RSHE in St John Jerusalem Church of England School 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 stay safe and flourish, not just in childhood but into adulthood and for the rest of their lives. We recognise that RSHE is an integral part of our curriculum.

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive.

Two key Biblical passages underpin it:

"So God created humankind in his image, in the image of God he created them"

(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness."

(John 10:10)

'We also 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 see appendix 4).

As part of our emphasis on all pupils' wellbeing and care, our school seeks to ensure that the RSHE curriculum protects, informs, and nurtures all pupils. We aim to prepare pupils to cope with the physical and emotional challenges of growing up. Our RSHE curriculum clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in St John Jerusalem Church of England School is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education). Then at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Statutory content: RHE

By law, primary schools are required to teach relationships and health education alongside national curriculum science and within the context of safeguarding.

Parents are a child's first and most influential teacher. The school will meet with parents /carers to discuss any concerns or questions, or changes relating to RSHE as they arise. We are clear that we aim 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 mammals and plants.

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

Defining Relationships Education

[DfE Relationships Education, Relationships and Sex education \(RSE\) and Health Education Statutory Guidance p19-23](#)

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

Relationships education in primary school teaches children the fundamental building blocks and characteristics of positive relationships, particularly friendships, family relationships, and relationships with other children and adults.

Aim of relationships education

- To provide opportunities for children to learn about securing, developing and sustaining healthy relationships and knowing how to deal with and recognising when and how relationships go wrong.
- To prepare children for the opportunities, joys, challenges and responsibilities of being in relationship with other people.
- To provide the understanding, vocabulary and strategies, children need to keep themselves safe and to thrive within good relationships of all kinds.
- To give children accurate information to equip them for life in the modern world and make sure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations.

There is no right to withdraw from Relationships Education.

The fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Inclusion and acceptance
- Being responsible

Defining Health Education (Physical Health and Mental Wellbeing)

[DfE Relationships Education, Relationships and Sex education \(RSE\) and Health Education Statutory Guidance p 32-34](#)

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their flourishing and the flourishing of others.¹

¹ See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)
Page | 5

Health and mental wellbeing education in primary school focus on teaching good physical health and mental wellbeing. It will provide a firm foundation to discuss the benefits of good health and wellbeing, enabling all to talk about the feelings and impact of poor health and wellbeing.

Health Education aims to give pupils the information 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 seek support at the earliest stage from appropriate sources. We will focus on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Emphasis will be given to the positive two-way relationship between physical health and good mental wellbeing.

The aims of physical health and mental wellbeing education:

- To teach the characteristics of good physical health and mental wellbeing and that they are interlinked, i.e., good physical health contributes to good mental health and vice versa.
- To highlight the importance of mental wellbeing in everyday life, in the same way as physical health.
- To promote pupils' self-control and ability to self-regulate and provide strategies for doing so.
- To reduce the stigma attached to health issues, in particular, those to do with mental wellbeing.
- To engender an atmosphere that encourages openness, pupils feeling that they can check their understanding and seek any necessary help and advice as they learn how to promote good health and wellbeing.
- It also helps pupils understand the benefits of physical exercise and time spent outdoors to their mental wellbeing.

Health Education focuses on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education

[DfE Relationships Education, Relationships and Sex education \(RSE\) and Health Education Statutory Guidance p23-24](#)

Sex education is about reproduction: learning how babies can be made and their emotions when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

In St John of Jerusalem C of E Primary School, most content that might be regarded as sex education (learning about human body parts, growth, puberty and gestation) will be taught through the science curriculum. **Parents do not have the right to excuse their children from this aspect of the curriculum.**

In terms of sex education included in our Science curriculum in **years 5 and 6**, the children will focus on the changes experienced within their own body through puberty.

We believe that it is important that the transition phase before moving to secondary school supports our year 6 pupils' ongoing emotional and physical development effectively. Therefore, we will follow the DfE recommendation that 'all primary schools should have a sex education programme tailored to the pupils' age and physical and emotional maturity.'

Non-Statutory sex education content for Year 6, will include:

Families and Committed Relationships will cover starting a family, including sexual intercourse, conception, birth, and consent age.

Parents have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying them in writing to the headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education (non-statutory), remains a statutory right as a parent or legal guardian. Suppose a pupil is excused from sex education. In that case, it is the school's

responsibility to ensure that the pupil receives appropriate, purposeful education. Parents could also consider providing their child with the relevant learning themselves during the period of withdrawal.

There is no right to withdraw from relationships education or health education.

The school will document this process to ensure a record is kept.

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Any disclosures or issues arising as part of RSHE will be dealt with according to our Child Protection and Safeguarding Policy.

Equality

St John of Jerusalem C of E Primary 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 discriminate against others.

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance 2019: *“The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.”*

These are the requirements for RSHE from the Department for Education [click [here](#)]

RSHE Content:

RSHE will be delivered professionally and as an identifiable part of Personal, Social, Health Education (PSHE). It is taught by the class teacher and is led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered/taught in a way that affords dignity and respects all who make up our diverse community. It will be sensitive and age-appropriate in approach and content. RSHE will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, appreciate other people's lived experience, and live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships. We aim to ensure that our pupils have the knowledge to recognise and understand boundaries in relationships to keep themselves safe and resist the harmful influence of media excesses in all its forms, including online, and know how to report abuse.

RSHE will promote healthy, resilient relationships set in the context of character and virtue development that sits within the school's Christian Vision and Values, the Love of Learning, the Love of God and the Love of One Another. Children are also taught about kindness, forgiveness, generosity, a sense of justice and humility.

All staff teaching this sensitive and important subject will have received training, and resources will be kept up to date, and, by arrangement, be available for parents to see. This training will be regularly reviewed and revisited.

Pupils with SEND will have had the content made accessible to them by the class teacher and the Inclusion Manager.

Useful guidance

<https://goodnessandmercy.co.uk/other-resources/rshe-for-send-pupils/>

How RSHE be taught in our school

At St John of Jerusalem C of E Primary School, RSHE is taught by our teaching staff, and only some elements may be taught by outside agencies (such as First Aid, or aspects about puberty). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

St John of Jerusalem C of E Primary School will follow Discovery Education Health and Relationships, a new **digital PSHE programme** covering the complete set of Relationships and Health Education objectives.

Child-led scenario-based videos engage pupils with the real world. Videos feature children interviewed on key topics, use animation to bring learning to life and provide opportunities for pupils to role-play and make decisions that directly impact their lives.

This programme will ensure our school meets each requirement of the new 2020 objectives of the DfE Relationships and Sex Education (RSE) and Health Education Statutory guidance.

Following a spiral curriculum, resources are grouped into six topics introducing new and more challenging material as the pupils' progress through the school.

Themes of personal safety and mental health, and wellbeing are developed in an age-appropriate way and apply across topics. These include:

- Personal boundaries and privacy
- Safety networks
- Safety skills
- Feelings and emotions
- Self-awareness
- Resilience and self-worth
- Positive mental and emotional health and wellbeing

Each topic contains age-appropriate content, developing themes in a 'spiral curriculum' so that the pupils build on their skills and understanding each year and enable pupils to develop, practise and apply knowledge and skills across different contexts and situations.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE focus	Healthy body & Minds	Healthy & happy friendships	Similarities and differences	Caring & Responsibility	Families & committed relationships	Coping with Change

Autumn term 1 the focus is on Healthy Body and Minds

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness, how to develop a healthy, balanced lifestyle and the consequences

and effects of different habits and choices. It encourages the development of positive self-worth and recognition of what might affect or influence unhealthy ways of thinking and how to overcome this.

Autumn term 2 focus: Healthy and Happy Friendships (HHF)

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

Spring term 1 focus: Similarities and Differences

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

Spring term 2 focus: Caring and Responsibility

This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

Summer term 1 focus: Families and Committed Relationships

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and in Year 6, explores human reproduction and other ways that people can start a family.

Summer term 2 focus: Coping with Change

This topic explores how people grow and change from babies through puberty to adulthood. At Key Stage 1, it examines how children have grown, how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's

bodies during puberty and explores ways to manage the emotional effects of life changes, including the transition to secondary school.

These are in line with the requirements for RSHE from the Department for Education [click [here](#)]

The RSHE scheme will also be supplemented with the ‘**Goodness and Mercy**’ written particularly with Church of England schools in mind. Goodness and Mercy offer an opportunity to ground the RSHE curriculum in acknowledging the worth and dignity of all people, rooted in the Christian belief that all are divinely created and eternally loved. The resource aims to support the Church of England vision for education fully: “I come that they may have life in all its fullness” (John 10:10). This scripture grounds us to recognise that having a positive relationship with ourselves and others is foundational for a complete and fulfilled life. The materials that are part of the Goodness and Mercy scheme are woven with ideas to ensure that they are grounded in a Christian understanding of the value of human life and mutual fulfilment (**see appendix 2**).

Roles and responsibilities

The Governing body

The governing body has delegated the approval of this policy to The Curriculum and Standards Committee, and it will hold the headteacher to account for the implementation of this policy.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and discuss any concerns or issues parents may have.

The Curriculum Leader

The Curriculum Leader will:

- provide strategic leadership and direction;
- ensure appropriate coverage of the curriculum;
- provide guidance and support to all staff;
- ensure sufficiently and up to date resources are in place
- provide training for all staff on induction and when the need arises regarding;
- promote awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- monitor pupil progress in this area;
- make effective use of relevant research and information to improve this policy;

- undertake risk assessments when required;
- review and monitor the implementation of the policy and curriculum;

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
- 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 RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity

Confidentiality

It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions. Wherever possible, teachers will help to establish clear boundaries for confidentiality between pupils and adults.

They will:

- Reassure pupils that their best interests will be maintained;
- Encourage pupils to talk to their parents or carers and give them support to do so;
- Make sure that pupils are informed of sources of confidential help;
- Ensure that pupils understand that teachers cannot offer unconditional confidentiality. If there is any possibility of abuse, the school adults will follow the school's child protection and safeguarding policy and procedure.

Answering difficult questions

We aim to generate an atmosphere where questions and discussion on personal health, relationship and sexual matters can take place without embarrassment and that questions are answered with honesty. Teachers will set ground rules for answering questions. Occasionally, it may be that a pupil

asks an explicit or difficult question in the classroom. While it is our aim that pupils speak to a known adult rather than use the internet for information, the teacher may not feel it is appropriate to answer the question there and then. We believe that individual teachers must use their skill and discretion in these situations and answer some questions directly.

In contrast, others may receive a response such as, 'that is a good question, but I will talk to you after the lesson. Teachers can refer to the headteacher or deputy headteacher if they are concerned. Parents may be advised of what has been asked.

RSHE will be monitored and evaluated

The assessment of pupils' personal, social and emotional development is as important as any other school subject. Therefore, pupils will have the opportunity to reflect on their learning and personal experiences to explore how their knowledge and understanding have developed.

The monitoring and evaluation of RSHE in our school follow the same monitoring and evaluation processes used throughout the school for all subjects. This includes staff meeting discussions and peer review between colleagues. Pupil conferencing, work reviews and learning walks are also used to gain a holistic view of the impact of the teaching of RSHE and inform further developments.

Policy Review

The school has produced this policy and consulted on it with parents, staff, and the governor Standards Committee.

Any future reviews will be shared with parents. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy will be reviewed annually and ratified by the Governing Body. This policy should be read in conjunction with:

- The Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Child Protection and Safeguarding Policy
- Equality Policy
- Health and Safety Policy
- Behaviour policy
- Anti-bullying policy

Approved by:

Date:

Last reviewed on:

Next review due by:

Appendix 1

Programme progression

Themes of personal safety, resilience, self-worth and positive mental health apply across all topics.

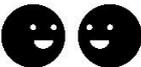
	<u>Healthy and happy friendships »</u>	<u>Similarities and differences »</u>	<u>Caring and responsibility »</u>	<u>Families and committed relationships »</u>	<u>Healthy bodies, healthy minds »</u>	<u>Coping with change. »</u>
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties.	Identity and diversity. Seeing	Rights and responsibilities within families	The range of relationships we experience in	Influences on our health and wellbeing,	How our bodies change as we enter puberty,

	How to act if someone invades your privacy or personal boundaries.	different perspectives and not making judgements based on appearance.	and wider society, including the UN Convention on the Rights of the Child.	our everyday lives. How to understand the differences between types of relationships we encounter.	including friends, family and media, and awareness of how these can affect personal health choices.	including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

Appendix 2

Goodness and Mercy:

Health Education Strand progression Outcome statements

Strand	KS1 outcomes	KS2 outcomes
Key theology	<ul style="list-style-type: none"> Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: “You are fearfully and wonderfully made” (Psalm 139) and “God saw that it was very good” (Genesis 1). <p>Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls</p>	<ul style="list-style-type: none"> Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people’s regard for themselves and enjoyment of living in their bodies. <p>Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds</p>
Knowledge organiser KS1		
What should you know?	Connections	What should we be able to do?
I am special, and my school believes I am loved and made by God.	<div style="text-align: center;">  Good rest, sleep and personal care </div> <div style="text-align: center;">  Exercise </div> <div style="text-align: center;">  Healthy food </div> <div style="text-align: center;">  Screen time; good rules? </div> <div style="text-align: center;">  Talking about feelings </div>	Talk about why I am worth looking after and can show understanding of what most Christians believe about why I am worth looking after.
Knowledge organiser KS2		
What should you know?	Connections	What should we be able to do?

<p>Good sleep, rest and some kind of spiritual practice can help us have good health</p> <p>We are all special, and my school believes everyone is loved and made by God.</p>	 <p>Healthy food and self-care</p>  <p>Exercise, good rest, sleep and personal care</p>  <p>Screen time: good rules?</p>  <p>Basic First Aid</p>  <p>Understanding puberty</p>  <p>Talking about feelings</p>  <p>Facts about drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • Explain why humans are worth looking after and why most Christians believe humans are made by God and so are precious, and therefore, they should look after the gift they have been given. (Stewardship) • Explain why good sleep and rest are important and why considering some spiritual activity is good for your wellbeing
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Relationship Education progression Outcomes statements

Strand	Key Stage 1	Key Stage 2
Key Theology	<ul style="list-style-type: none"> • Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will. • Pupils can talk about why other people are special (and how Christians believe they are created and loved by God). • Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people. • Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down. 	<ul style="list-style-type: none"> • Pupils can explain Christian (and other faiths') beliefs in an eternal Love that cannot be broken, pre-existed the world and carried on after death. • Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. • Pupils can explain that Christians believe in every person's sacredness and worth and can describe how that might affect

	<ul style="list-style-type: none"> • They can describe simply what the word forgiveness means and talk about fresh starts. • Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us. 	<p>how Christians regard and protect themselves and others.</p> <ul style="list-style-type: none"> • Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly. • Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness, reconciliation and peace. <p>Pupils can explain what faithfulness and commitment mean to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</p>
Relationships and Marriage	Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition	Pupils can explain the different Christian beliefs and rituals for marriage
	Knowledge organiser KS1	
What should we know?	Connections	What should we be able to do?
I am special, and my school believes I am loved and made by God.	<p>Good rest, sleep and personal care</p> <p>Exercise</p> <p>Healthy food</p> <p>Screen time; good rules?</p> <p>Talking about feelings</p>	Talk about why I am worth looking after and can show understanding of what most Christians believe about why I am worth looking after.
	Knowledge organise KS2	
What should we know?	Connections	What should we be able to do?
<p>For most Christians and people of other faiths and beliefs, there is often a special ceremony of promises and rituals to mark a marriage</p> <p>Our school believes that God never stops loving you through all the ups and downs of life.</p>	 <p>Families</p>  <p>Relationships and marriage</p>	Explain how different wedding ceremonies can help people understand the commitment of marriage



No to bullying



Making good boundaries,
online and off



Making and keeping good
friendships

Appendix 3

RSHE expectations: Primary expectations

This is an outline of what pupils should know by the end of primary school

Families and people who care for me

- 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 to 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

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 violence 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 managing these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn, they should show 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 giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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/unsafe physical and other contacts
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so •
- Where to get advice (e.g. family, school, other sources)

Appendix 4

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)²

In *St John of Jerusalem Church of England Primary School*, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development and discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act³ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, appreciate the lived experience of other people, and live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences, including their peers, the media, the internet, faith and culture that may have shaped their attitudes

² RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

³ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy, resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values, it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take particular care to meet the individual needs of all pupils, including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high-quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real-life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted, and age-appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.