

# Relationships, Sex and Health Education (RSHE) POLICY



## **Relationships, Sex and Health Education Policy**

### **Statement of Intent**

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All our Trust schools are gold level Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, and celebrate diversity. This, and our core values of: trust, excellence, aspiration, collaboration and honesty, underpin our educational provision. This enables us to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, eliminate prejudice, and develop global citizenship.

The aims of relationships education in the TEACH Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies
- Make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain relationships
- Develop children's understanding of the different protected characteristics and the importance of equality and diversity
- Enable children and young people to make responsible and informed decisions about their health and well-being.

### **Curriculum**

In TEACH Trust schools, relationships education is taught within the personal, social, health and economic (PSHE) education curriculum, following the Jigsaw PSHE programme. Key aspects of relationships education are delivered through the 'Relationships' and 'Changing Me' units of study (puzzle pieces) taught in the summer term. Biological aspects of relationships education are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching 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

See appendix 1 for further content.

Within the Jigsaw programme, there are specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change, and coping with change, in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with. See appendix 2 for further content.

## Working with Parents

The TEACH Trust liaises with parents regarding:

- when relationships education lessons will occur in school
- the context of the relationships education programme
- their right to withdraw their children from sex education content taught outside what is specified in the National Curriculum Science objectives
- the process by which they can withdraw their children
- how questions of a sensitive nature are dealt with.

## Statutory Requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

As a primary academy we must provide relationships education to all children as per Section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum, which states that children should be taught to:

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals

In teaching relationships education, we must have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. Furthermore, all state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfE, 2000) which states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

## **Non-Statutory Guidance**

The following non-statutory guidance documents have been considered in the creation of this policy:

- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfDCMS 2020)
- Behaviour and discipline in schools (DfE 2020)

## **Children withdrawn from lessons**

It is important to note that the Relationships Education at our Trust sits within the Trust values framework and that we consider it vital to do this work in partnership with parents and carers. Parents do not have the right to withdraw their children from Relationships Education. We are mindful that parents do have the legal right to withdraw their children from the components of sex education within the PSHE (Jigsaw) Programme, whilst we hope they do not feel the need to do so, as one without the other can be problematic.

Parents wishing to withdraw their children from lessons should write a letter to the class teacher, informing them of their wishes. The class teacher must pass those names onto the PSHE co-coordinators and the Head of School. The Head of School may contact the parent(s) to discuss their decision prior to the lessons being taught. Children withdrawn from the programme of study will be given alternative work to do, in another class, for the duration of the programme.

## **Confidentiality and Child Protection**

It is recognised that, on occasion, Relationships Education may raise concerns over specific issues relating to the children's lives. These may include child protection and confidentiality issues. On such occasions, the school will follow the appropriate procedures relating to confidentiality and child protection, as per the Child Protection and Safeguarding Policy. All child protection concerns will be referred to the school's Designated Safeguarding Lead (DSL).

## **Roles and Responsibilities**

### **The role of the class teacher**

The child's class teacher will deliver all relationships education lessons, within the PSHE (Jigsaw) programme. The role of the class teacher is to provide engaging lessons in a safe and comfortable environment. Teachers provide experiences that will have maximum impact on learning through developing confidence, encouraging an active role and developing good, respectful relationships. The class teacher should encourage sharing ideas as part of a group, and listening and respecting the views of others. All adults in school are responsible for informing teachers about any concerns about the personal and social development of individual children. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use) then clearly such matters cannot remain confidential. Staff will report such incidents to the Designated Safeguarding Lead who will contact social care for further advice if deemed appropriate.

## **The role of school leaders**

The school leaders are committed to a whole school approach to RSHE that recognises the importance of children receiving consistent messages about key aspects of health and wellbeing. The school leaders place a high value on the role of relationships education.

## **The role of the subject leaders**

The responsibilities of subject leaders are as follows:

- to prepare a policy and scheme of work, evaluating and reviewing as necessary
- to co-ordinate and lead the implementation of the policy throughout the school
- to monitor, evaluate and review the teaching of relationships education throughout the school
- to scrutinise lesson plans and children's work
- to ensure curriculum coverage by maintaining an overview of PSHE across the school
- to keep up to date with developments and use appropriately
- to support teachers in the delivery of Relationships Education
- to provide training when necessary
- to liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.

## **The role of Trustees**

The role of Trustees is to ensure the provision of relationships education is in line with the vision and values of the Trust and that it fulfils statutory government guidance.

## **Other policies and documents to be read in conjunction with the Relationships, Sex and Health Education Policy:**

- PSHE Policy
- Teaching and Learning Policy
- SEN/Inclusion Policy
- Curriculum Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
  
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfDCMS 2020)
- Behaviour and discipline in schools (DfE 2020)

**Date:** April 2021

**Review:** September 2021

## **Appendix One: DfE 2020 Statutory Guidance**

Through the Jigsaw PSHE programme, TEACH Trust schools teach the aspects of relationship education as per DfE 2020 statutory guidance.

### **Families and people who care for me**

By the end of primary school, children should know

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

By the end of primary school, children should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to 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 manage these situations and how to seek help or advice from others, if needed.

## **Respectful relationships**

By the end of primary school, children should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

By the end of primary school, children should know

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online.

## **Being safe**

By the end of primary school, children should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources.



## Appendix Two: Jigsaw PSHE Content

The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle within the Jigsaw PSHE programme. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number and Name	Learning Intentions ‘Children will be able to...’
1	Piece 4 Boys’ and Girls’ Bodies	<p>identify the parts of the body that make boys different to girls and can use the correct names for these: <b>penis, testicles, vagina, vulva, anus</b></p> <p>respect my body and understand which parts are private</p>
2	Piece 4 Boys’ and Girls’ Bodies	<p>recognise the physical differences between boys and girls, use the correct names for parts of the body (<b>penis, anus, testicles, vagina, vulva</b>) and appreciate that some parts of my body are private</p> <p>tell you what I like/don’t like about being a boy/girl</p>
3	Piece 1 How Babies Grow	<p>understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>express how I feel when I see babies or baby animals</p>
	Piece 2 Babies	<p>understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow</p> <p>express how I might feel if I had a new baby in my family</p>
	Piece 3 Outside Body Changes	<p>understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys’ and girls’ bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Piece 4 Inside Body Changes	<p>identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Piece 2 Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>

	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty  express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be ok for me
	Piece 3 Puberty for boys	describe how boys' and girls' bodies change during puberty  express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways
	Piece 5 Looking ahead	identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)  confident that I can cope with the changes that growing up will bring

## RSHE Policy

### Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	✓
	Staff	✓
	Parents/Carers	✓
	Local Authority	
	Trade Unions	
	Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	
	If a formal complaint	

Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address potential positive/negative impact (e.g. adjustment to the policy)
Disability			
Gender reassignment	✓		
Marriage or civil partnership	✓		
Pregnancy and maternity			
Race			
Religion or belief	✓	Some religions have particular beliefs and views	Parent(s)/carer(s) can withdraw their child from some aspects included in the RSHE curriculum
Sexual orientation	✓		
Sex (gender)			
Age			
SEN			
Vulnerable			
Traveller, migrant, refugees and people seeking asylum			
EAL			