Relationships, Sex & Health Education Policy

Agreed by Governors

Committee	Date:	Next Review Date:
Learning & Attainment	May 2017	Referred to FGB
FGB	June 2017	Summer 2020
Chair's Action	September 2020	Autumn 2023
Learning & Attainment / FGB	Autumn 2023	Autumn 2026

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Review date Au 2026

Principles

The Department for Education sets out the importance of Relationships and Sex Education and Health Education in their most recent document from July 2019, stating:

"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support".

Aims

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds."

DfE, 2019 p25

"The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing."

DfE, 2019 p31

In Robin Hood Junior School, we focus on teaching pupils the building blocks and characteristics of positive relationships, with a focus on friendships and relationships with other children, relationships within families and relationships with other adults. This includes relationships online. This will also be taught alongside the essential understanding of how to be healthy.

These subjects provide the opportunity to support the physical, social, emotional and moral development of our pupils. The knowledge and skills they will gain will support their own and others' wellbeing, whilst helping them become happy and successful adults who make a valuable contribution to society. At Robin Hood Junior School, we aim to make sure that everyone in school is prepared for their next stage and all pupils make positive choices for themselves.

The aims of the RSHE curriculum at Robin Hood Junior School are to:

- Help pupils to respect themselves and others
- Support pupils through their physical, emotional and moral development
- Develop skills and understanding to enable pupils to make healthy responsible choices about their health and wellbeing
- Help pupils move more confidently and responsibly into adolescence
- Help pupils to learn about the full range of different relationships in modern Britain
- Help pupils to keep themselves safe from inappropriate behaviour
- Provide pupils with the skills to build positive, enjoyable and respectful relationships
- Teach children how to stay safe in both on and offline relationships
- Prepare pupils for both physical and emotional changes of puberty.

Practice

At Robin Hood Junior School, we will use a graduated, age-appropriate and differentiated programme of RSHE (Jigsaw) so that all children, including pupils with SEND:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

RSHE is taught by the Class Teacher as they have the strongest relationship with the pupils in their care. New teachers or any staff who are concerned about their subject knowledge are offered support which may be additional training; team teaching or other input.

At Robin Hood Junior School, we promote respect for all and value every individual child, therefore the content we deliver complies with the Equality Act (2010) and is in line with our Equalities Policy & Objectives. This includes an age-appropriate, integrated understanding of the different types of families we have in our modern world such as fostering, adoption and same-sex families.

Relationships Education

Relationships education is the development of the emotional, social and moral skills pupils will need throughout life to support their own and others' wellbeing. Relationships Education in primary schools will cover, 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. To ensure progression and a spiral curriculum, we use the Jigsaw scheme of work as our chosen teaching and learning programme and tailor it to the children's needs. The content covered is included in 'Appendix 1'.

Health Education

At Robin Hood Junior School, we teach the characteristics of good physical health and mental wellbeing. The content covered is included in 'Appendix 2'. In addition to this, the Health Education Curriculum states that at Key Stage 2 children should learn about the changing adolescent body and therefore know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education

Sex Education is not compulsory in primary schools. However, The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Sex education is taught in our 'Changing Me' unit of work.

At Robin Hood Junior School, we believe that all children should leave primary education feeling prepared and informed about the changes that adolescence brings, whilst drawing on their learning of the content in the science curriculum on human life cycles, and know how a baby is conceived and born.

The National **Science** Curriculum states that at Key Stage 2, children should learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction

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About the main stages of the human life cycle.
We teach RSE within the context of PSHE (Personal, Social, Health and Economic) Education alongside the National Curriculum for Science:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

'Changing Me' content

Year 3 How babies grow and how boys' and girls' bodies change as they grow older (Science Curriculum)

Year 4 Internal and external reproductive body parts, body changes in girls and menstruation (Science and Relationships, Sex and Health Education (RSHE) Curriculum)

Year 5 Puberty for boys and girls, and conception (Science Curriculum, RSHE Curriculum)

Year 6 Puberty for boys and girls and understanding conception to birth of a baby (Science Curriculum, RSHE Curriculum)

Teachers will use their professional judgement when answering 'difficult' questions, answering simply but honestly when possible. They will relate answers to the content covered in lessons and the scientific learning, but will defer questions that are not appropriate to be discussed individually at another time or with their adult at home. If they are unsure of an appropriate answer to give, teachers will seek support from the PSHE /RSE lead or SLT.

The role of parents

The school will maintain and build a positive and supporting relationship with parents and carers through mutual understanding, trust and cooperation.

We will:

- Inform parents about the school's RSHE policy and practice
- Answer any questions that parents may have about the relationship, sex and health education of their child
- Inform parents about the best practice known regarding relationship, sex and health education.

The school believes that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

We will offer meetings for parents and carers of children to discuss the programme of RSHE lessons. We will explain what the issues are and how they are taught and give parents and carers the opportunity to see the materials the school uses in its teaching.

Parents' right to withdrawal

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"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"

DfE, 2019 p. 17

Relationships, Sex and Health Education content is embedded within an age-appropriate PSHE curriculum. Sex Education content is taught alongside the Science curriculum in order to provide a greater, embedded level of understanding and is tailored to the age, physical and emotional maturity of our pupils.

Parents should be aware that from September 2020, they will no longer have the right to withdraw their child from any part of our Relationships or Health Education content. Parents do have the right to withdraw from the Sex Education content of the RSHE Curriculum lessons but not those contained within the Science Curriculum which is statutory. If a parent wishes to withdraw their child, they will be asked to meet with the Head Teacher before a request isagreed.

Safeguarding

KCSIE 2023 places a duty on schools to teach safeguarding.

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online.

It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.

In schools, relevant topics will be included within Relationships Education (for all primary pupils) and Health Education (for all primary and secondary pupils).

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the schools behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

This program will tackle, at an age-appropriate stage, issues such as:

- *healthy and respectful relationships*
- *boundaries and consent*
- *stereotyping, prejudice and equality*
- *body confidence and self-esteem*
- *how to recognise an abusive relationship, including coercive and controlling behaviour*

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• *the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and*

• *what constitutes sexual harassment and sexual violence and why these are always unacceptable*.

Monitoring & Evaluation

The PSHE RSE lead is responsible for leading RSHE. All class teachers will teach RSHE and staff will be supported with appropriate training that equips them with the knowledge and understanding to deliver these lessons with sensitivity, with an awareness of age-appropriateness and taking account of the religious and cultural beliefs of all the families and the wider school community.

The SHE/ RSE lead will monitor RSHE as part of his / her subject leadership and will evaluate provision at least annually with the Head Teacher. Governors will monitor this policy via the Learning & Attainment Committee and the School Development Plan.

Appendix 1 - Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school 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 with adults.

The guidance states that, by the end of primary school:

	Pupils should know…	**How Jigsaw provides the solution**
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 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

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Online relationships	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
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 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 e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

Appendix 2 - Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	**How Jigsaw provides the solution**
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity).	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• how and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• 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.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me