



Relationships, Sex and Health Education Policy

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Aims

Children get one chance with their education and we passionately believe that their primary school experience should be magical and filled with inspirational, unforgettable learning experiences. We put the learning of every child at the heart of everything, driving relentlessly towards excellence in all that we do.

The aims of relationships and sex education (RSHE) at our school are:

- To create a safe culture in which sensitive discussions can take place
- To help pupils develop feelings of self-respect, confidence and empathy
- To form healthy, positive relationships where children value themselves and each other.
- To help children make and act on informed decisions
- To support children in becoming healthy and fulfilled individuals.

Statutory requirements

As a primary school we must provide relationships education to all pupils 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 (puberty).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Madginford Primary School, we teach RSHE as it is set out in this policy.

Definition

RSHE is lifelong learning about personal, physical, social, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. RSHE also allows children to develop an understanding of culture and diversity.

Curriculum

Our curriculum has been developed to meet the needs of pupils at Madginford Primary School and is taught within our PHSE curriculum and within parts of our Science curriculum. It considers the age, needs and feelings of the pupils. Teachers have the capacity to adapt and adjust the non-statutory content of the curriculum to meet needs that arise within their class.

The core **relationships education** curriculum areas are:

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (including single parent families, LGBT

parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

In addition, children are taught to reflect sensitively on the fact that some of their peers may have a different structure of support around them (for example: looked after children or young carers).

The core **physical health and mental wellbeing education** curriculum areas are:

- 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

The planned health education curriculum aims to give children the information that they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others and to seek support as early as possible when issues arise.

Jigsaw PSHE Scheme of Work

Jigsaw is a scheme of work specially designed to support the teaching of PSHE along with health and wellbeing and is the main scheme that we will use as a school.

Divided into six puzzles (units of work), the scheme is designed to progress in sequence from the beginning of the academic year. All children cover the same unit at the same time across the school.

The units are:

- Term 1: Being Me in My World
- Term 2: Celebrating Difference (including anti-bullying)
- Term 3: Dreams and Goals
- Term 4: Healthy Me
- Term 5: Relationships
- Term 6: Changing Me (including puberty, a statutory element of health education)

Each puzzle is made up of six pieces (lessons) which fit together to create an end-of-unit 'end product' or outcome. Each piece or lesson has two objectives – one is based on specific PSHE objectives while the other deals with emotional literacy, supporting the development of social skills.

Each lesson piece is carefully arranged to support children's learning & well-being, following the same structure throughout the school.

- **Connect Us** – an inclusive activity or game to build & maximise social skills.
- **Calm Me** – an activity to help children focus their mind and ready themselves for learning.
- **Open My Mind** – identify & introduce the most important aspects of learning for the lesson.
- **Tell Me/Show Me** – introduce new information, concepts or skills.
- **Let Me Learn** – use the new information to make sense of it & make links with prior knowledge.
- **Help Me Reflect** – reflect on learning experiences & progress, consolidating & applying their learning.

Statutory Relationship and Health Education (DfE, England 2019)

Jigsaw provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these e.g. Using Calm Me (mindfulness techniques).

More detailed information about the content of each curriculum area can be found in Appendix 1.

Our full curriculum map is available in Appendix 2

Roles and responsibilities

The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring children's progress within the subject
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSHE. Staff who have worries or concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage with RSHE, treating other children with sensitivity and respect.

Parent Voice

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

To promote this objective, we:

- will carry out our statutory duty to consult with parents and governors on the contents of this policy
- inform parents about the school's RSHE policy and practice; this includes informing parents by letter or email before beginning to teach a sensitive unit of RSHE
- answer any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Parents' right to withdraw

As previously stated, the RSHE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum (puberty).

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. They will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson where possible.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All PSHE and RSHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering PSHE and RSHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of

teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

Monitoring arrangements

The delivery of RSHE is monitored by the subject leader and senior leadership team.

Pupils' development in RSHE is monitored by class teachers using our internal assessment systems.

The subject leader with the support of SLT and the governing body, monitors this policy on an annual basis. Their findings and recommendations are reported to the full governing body, as necessary, if the policy needs modification. Governing body will give appropriate consideration to any comments from parents about the PSHE and RSHE programme, and make a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

(Signature)

(Role)

(Date)

Curriculum content children will experience by the end of KS2**Relationships Education**

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Topic	Pupils should know
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Health Education

Topic	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • 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 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 • 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 wellbeing • 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) • 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 & harms	<ul style="list-style-type: none"> • 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 know how 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
Physical health & fitness	<ul style="list-style-type: none"> • 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) • How and when to seek support including which adults to speak to in school if they are worried about their health

Topic	Pupils should know
Healthy Eating	<ul style="list-style-type: none"> • 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)
Drugs, alcohol & tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health & prevention	<ul style="list-style-type: none"> • 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 allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • 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
Changing adolescent body	<ul style="list-style-type: none"> • 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

Our RSHE Curriculum Map

(* parent consultations will be held before units are taught)

	T1: Being Me in My World	T2: Celebrating Differences*	T3: Dreams & Goals	T4: Healthy Me*	T5: Relationships*	T6: Changing Me*
EYFS	It is okay to have similarities between friends (working together & kind hands)	Friendship & how to be a kind friend (we are good at different things, what makes our homes special, how can we stick up for ourSHelves when someone is unkind)	Not giving up (keep trying when facing challenges, know what it feels like to complete a goal, talk about jobs they are interested in & what that involves)	Being healthy (name parts of body, know about healthy foods, know why you need to go to sleep, importance of washing hands, stranger danger)	Family & Friends (families & the different roles people have, what makes a good friend, developing strategies to mend friendships, learn how to calm down when angry)	Growing up (know how we change from when we were babies, know how we will change as we grow up, know that memories can help us manage difficult feelings)
Y1	We are all special (working together to make people happy & safe in class)	Being nice to & looking after others (how to make friends, know it is okay to be different from your friends, know what it means to be bullied & who to ask for help)	Setting simple goals (setting ourSHelves a simple goal, overcoming difficulties & recognising what it feels like when successful, learning to work with a partner)	People who keep us safe (healthy/ not healthy choices & their affects, germs make you unwell, importance of hygiene, road safety, people who can help keep us safe)	Special people (talking about special relationships, know that touch can be used in kind & unkind ways, celebrating what makes us good friends)	Lifecycles (explore lifecycles of animals & plants & compare to that of humans, know the names of parts of the body, know how to manage feelings, know rules for safe touching & where to get help if worried)
Y2	Our hopes & fears for the year (working together, listening to each other & making sure we all feel safe)	Similarities & differences are okay (gender stereotypes, being bullied for being different, how to get help for someone being bullied, being different is okay & does not affect friends)	What is perseverance? (setting & achieving realistic goals, how to persevere when things are difficult, understanding strengths as a learner, celebrating success)	Healthy food (making healthy choices about food, healthy snacks, identify what makes us relaxed or happy, understand how to use medicine safely)	Family & Friends (understand importance of trust in families & friendships, learn about different types of secrets & know that worry secrets need to be shared, understand what sort of touch is acceptable)	Changes (revisit work on lifecycles & know the changes between the different stages of life, practise strategies to manage feelings, know the rules for safe touching & where to get help if worried)
Y3	Celebrating ourSHelves & our achievements (making choices, working together & recognising other points of view)	Solve it together (celebrate the differences of families, recognise we all fall out, understand how to solve problems together, who to ask for help if you see bullying)	Overcoming challenges (share stories of those who have overcome challenges to succeed, identify own challenges & strategies to help overcome them)	Exercise is important (importance of exercise, learn about food groups, learn about drugs to keep us healthy, think about dangerous places & people – link to strategies to keep ourSHelves safe.)	Challenging Stereotypes (knowing & challenging stereotypes, know that families are founded on love, respect & appreciation, learn about online dangers)	Curriculum awaiting response of parent survey
Y4	Explore being part of a team (working in a group, valuing the contributions of others & consider the feelings of others)	We are all unique (bullying (especially online), what to do if it happens & who to ask for help, importance of not judging someone on first appearances)	Dealing with disappointment (strategies for dealing with disappointment, setting new goals & making plans, working together to add challenges, know what success feels like)	Friendship (explore friendship groups & how they work, dealing with peer pressure, learn about smoking & alcohol & the effects on health)	Things change (identify emotions associated with change particularly jealousy, identify strategies for coping with change, know change is natural, know that some relationships can be negative & ways to manage this)	Curriculum awaiting response of parent survey
Y5	Goals for the year ahead (exploring roles in class & school community, the impact our behaviour has on the learning of others)	Celebrating differences (understanding racism, revisit bullying – rumour spreading & name-calling, recognising direct/indirect bullying, respect the cultures of others)	Dreams & Goals (setting goals, thinking about future careers & what they involve, understand the similarities & differences in goals for ourSHelves & others)	Health risks (long-term impact of smoking & alcohol, learn basic 1 st aid, learn how to contact emergency services, learn about body image)	Body Image & self-esteem (positive/negative situations online or offline, being more discerning when online, know what to do when online situations make us feel unsafe, SMART online safety rules)	Curriculum awaiting response of parent survey
Y6	Setting goals & managing worries (rights & responsibilities of children, the impact of behaviour on a group)	Being different (learning about disability, celebrate the lives & achievements of disabled people, bullying – the power of people over others in a group & how to manage this)	Staying motivated (setting realistic goals, know how to stay motivated, think about how global issues affect hopes & dreams of others)	Responsible Choices (making responsible choices, the impact of drugs on bodies, understand the risk of exploitation, attitudes to mental health)	Taking care of ourSHelves (recognising & understanding grief, understanding difficult relationships, online safety, communicating with others in a positive, safe way)	Curriculum awaiting response of parent survey