



## **Relationships Sex and Health Education (RSHE) Policy**

### **National Curriculum**

“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. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. The Department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings”.

(Gov.uk)

### **INTENT**

#### **Aims and Objectives**

Our key aim in providing RSHE throughout our school is to safeguard our pupils. During their time at Haydn children will learn key knowledge and skills to help keep them safe and prepare them for the responsibilities and experiences of adult life. We provide effective RSHE for all pupils in support of that offered by parents, who are the first educators of their children in this area. This policy has been written with regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop an understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

### **Planning**

Our RSHE planning ensures that children learn about relationships, diversity, respect, healthy lifestyles, safety, their body and how it changes. In primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

At Haydn RSHE is taught in every year group, we follow the Jigsaw Programme which helps us to provide a curriculum that is appropriate to the children's age, ability and level of maturity. The

programme is progressive, building on the children's knowledge, understanding and skills year on year.

We work towards objectives in each year group to support the outcomes outlined in the government RSHE guidance. The Relationships part of the guidance is made up of 32 outcomes that the children must know by the end of primary school. The Health section comprises of 35 outcomes that are statutory, this does include a part called the 'changing adolescent body' which has 2 outcomes relating to understanding puberty.

Our programme does include teaching about lesbian, gay, bisexual and transgender (LGBT) relationships, we believe that this allows all of the children to feel respected and included and also reflects our community and the wider world. Only a small amount of lessons across the entire RSHE programme focus on LGBT. The term LGBT is not mentioned specifically in teaching in Foundation and Key Stage One. The children explore different family structures through looking at pictures and talking about their own families. In Key Stage Two the children are taught what the term LGBT means. Lessons about bullying also provide an opportunity to discuss and address homophobic language. If you feel that you require more information on this topic, please request a copy of our LGBT leaflet.

In addition to Relationships and Health education we also cover sex education. The content of sex education includes learning about reproduction, pregnancy and birth, as well as consent. The sex education part of the guidance states that it is NOT statutory at primary school, however it is recommended. At Haydn our sex education teaching starts in year 4 and the learning is very much age appropriate. To understand our coverage of RSHE teaching at Haydn please see appendix 1.

At Haydn we acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

### **Consultation process**

The RSHE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: parent's questionnaires, a small pupil discussion group and a parent group. As well as involvement from the PSHE governor and the staff team.

### **IMPLEMENTATION**

As a school we follow the Jigsaw Programme, all teachers have access to the learning objectives and the planning, it is all teachers responsibility to ensure that the planning and delivery is appropriate for the children in their class.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Specific RSHE teaching happens during the last term in the academic year, however these topics are also covered throughout the year during our PSHE lessons. Lessons are weekly and taught by the class teacher. Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection.

RSHE is also woven into other parts of the day including assembly times, class discussions,

circle times, story time (if there is an appropriate link) and through the teaching of other subjects.

### **Links to other subjects**

Some elements of RSHE are delivered through national curriculum Science:

#### **Year 2**

*Pupils should be taught to:*

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

#### **Year 5**

*Pupils should be taught to:*

- describe the changes as humans develop to old age.

### **Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

## **Resources**

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. These resources are taken from the Jigsaw Programme and are saved on SharePoint in the 'PSHE Jigsaw Resources' folder.

If you would like to discuss any of the resources in more detail please contact the head teachers.

## **Parents' involvement and the right to withdraw from sex education**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents are routinely informed about RSHE through curriculum letters, explaining what their child will be learning each term. We will consult with parents on an annual basis about any needs they may have in relation to our RSHE programme, this is done by sending out a parents' questionnaire.

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in years 4-6 by sending a letter or email to the Headteacher. Please note, there is only one lesson in each year group that children can be withdrawn from. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education. The lessons which children can be withdrawn from are starred in appendix 1.

## **External speakers**

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

## **Safe learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this

- and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

### **Staff training**

All staff delivering RSHE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

### **Confidentiality, safeguarding and child protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **Menstrual wellbeing**

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available
- Pupils can access sanitary products
- For those experiencing period poverty free sanitary protection can be accessed

When a pupil starts menstruating in school we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school please contact a member of staff.

### **IMPACT**

At Haydn we are educating our children to live in the real world. We believe that our structured RSHE teaching ensures that the children learn life skills that equip them to stay safe, happy and healthy. Our spiral curriculum means that everything that the children are taught is age appropriate and it avoids information overload and confusion. Our RSHE programme provides children with accurate information, and helps to answer some of the misconceptions that they may hear, which can lead to fright and confusion. The children understand that there are many types of relationships and they know how to form and maintain them so that they have a positive impact on their life. Our children at Haydn learn about online relationships and how to look after themselves and stay safe. Children are taught about their bodies and understand what will happen during puberty. Children are provided with an introduction to human reproduction and learn that it is part of a loving, caring adult relationship.

### **Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards the RSHE

learning outcomes. These include peer and self-assessment alongside marking. Children's progress is tracked at the end of each half term and recorded in the child's Jigsaw Journal.

### **Monitoring and reviewing**

The RSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current development in the subject and by cascading information and ideas from meetings, networks and courses back to the staff.

A named member of the school's governing body is briefed to oversee the teaching of PSHE. This governor meets with the subject leader to review progress termly and receives a written commentary which reports on:

- recent development work
- performance analysis
- pupil outcomes in relation to development priorities, their impact on teaching and learning, and future development.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

If you have a complaint about any aspect of our RSHE provision please address this to the head teacher.

#### **Note**

This policy should be read in conjunction with other policies including PSHE, Safeguarding and science.

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby ☆ Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) ☆ Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth ☆ Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition