



Relationships, Sex and Health Education (RSHE) Policy

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Context

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.

To support with this, every primary school is required to deliver statutory Relationships and Health Education. 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.

The delivery of the Relationships Education and of Health Education also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society and therefore coincide with one another.

For the purpose of this policy:

- **Relationships and Sex Education** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- The teaching of **Sex Education** in primary schools remains *non-statutory*, with the exception of the elements of sex education contained in the science national curriculum (*statutory*) including knowledge of the main external body parts; the changes as humans develop to old age (including puberty) and reproduction in some plants and animals.
- For our **Year 5 / 6** Pupils **Sex Education** is defined **as human reproduction** and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. Should you like to see the guidance from the government please visit: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Our RHSE policy is informed and supported by DFE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Improving Behaviour in Schools](#)
- [Equality Act 2010](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

Our Curriculum – Whole School

At Barrow Hill Primary Academy, we teach **Personal Social Health Education** (PSHE) which includes the **Relationships and Health Education** (RHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

To do this we use the **Jigsaw Programme** which offers us a comprehensive, carefully thought-through Scheme of Work and lessons which brings consistency and progression to our children's learning. The programme also supports personal development, Behaviour and attitudes as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported in delivering the content.

Our Curriculum – Year 5 and Year 6

At Barrow Hill Primary Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). Barrow Hill Primary Academy will teach the statutory science curriculum objectives for Primary education.

The Department of Education, 2019 continues to recommend therefore that all primary schools should have a **sex education** programme that is 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.

However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone specific **sex education** lessons related to puberty, these lessons will be delivered by staff or a trained health professional and parents/carers will be informed when these sessions will take place and the content to be covered.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this in the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The content identified within the Jigsaw curriculum will only be taught in Year 5 and 6 following consultation with parents. The Year 4, Lesson 2 (Having a baby) will be included within the Year 5 and 6 curriculum maps. The other content (not identified as sex education) will be taught in line with the year group identified by the Jigsaw Programme.

Parents/Carers do have the right to withdraw their child/children from these sessions, however as stated by the DfE; "It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively

An overview of the whole school **Jigsaw** programme and how it relates to the DFE requirements can be seen in **APPENDIX ONE**

WHAT DO WE TEACH WHEN AND WHO TEACHES IT?

At Barrow Hill Primary Academy, we allocate at least one hour each week to the **Jigsaw** programme.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships in the context of coping positively with change

We also ensure that the knowledge and content from the lessons are reinforced and enhanced in other ways across school such as:

- Assembly Programme
- Behaviour Rewards Systems (Behaviour Policy)
- Interactions across school, through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

RELATIONSHIPS EDUCATION

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in Primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

HEALTH EDUCATION

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid' and 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

PARENTAL RIGHTS TO WITHDRAW OR EXCUSE THEIR CHILD / CHILDREN FROM RELATIONSHIPS AND HEALTH EDUCATION

Parents/carers do not have the right to withdraw pupils from the statutory Relationships and Health education or the statutory Science curriculum. The [DFE RSE and Health Education 2019](#) has made this compulsory for all pupils receiving a primary education.

Parents/carers do have the right to withdraw pupils from the Year 5 / 6 *non-statutory* Sex Education lessons drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Parents/carers wanting to withdraw their Year 5/6 child/children from the *non-statutory* Sex education, are invited to speak to their child's class teacher. The class teacher will explore the concerns around the withdrawal wish and discuss the impact this may have on the child/children.

If the parents/carers still request the withdrawal, this needs to be put in writing and addressed to the Headteacher. Once a child has been withdrawn from the non-statutory Sex education, they cannot take part in this until the request for withdrawal has been removed, which will need to be put in writing from the parents/carers who initially requested the withdrawal.

Alternative work will be given to pupils who are withdrawn from the non-statutory sex education and that pupil will go to another class for the duration of that part of the lesson.

This process is the same for pupils with SEND, however there may be exceptional circumstances where the Headteacher may want to consider the pupils specific needs when making this decision.

DELIVERY OF CONTENT FOR PUPILS WITH SEND

As stated in the SEND Code of Practice 2014 all pupils should have access to a broad and balanced curriculum and this includes Relationships and Health Education. We will make use of the PSHE Education planning framework for pupils with SEND provided by the PSHE Association to offer the content from the statutory guidance from the Department for Education with adapted learning outcomes where this might not be accessible for pupils with SEND. We will identify areas of misconceptions or difficulties and address these in subsequent sessions and will remove barriers where possible to learning to allow pupils with SEND to access the curriculum.

MONITORING AND REVIEW

The Local Governing Body (LGB) monitors this school-based policy on an annual basis. This board reports its findings and recommendations to the school, as necessary, if the policy needs modification. The LGB gives serious consideration to any comments from parents about the RSHE (PSHE) programme, and makes a record of all such comments.

EQUALITY

The DfE Guidance 2019 states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010.

At Barrow Hill Primary Academy, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education

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 references R3/H5 etc can be cross- referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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	<p>R1 that families are important for children growing up because they can give love, security and stability.</p> <p>R2 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.</p> <p>R3 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.</p> <p>R4 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.</p> <p>R5 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).</p> <p>R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>

<p>Caring friendships</p>	<p>R7 how important friendships are in making us feel happy and secure, and how people choose and make friends R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded R10 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 R11 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 and advice from others, if needed</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Being Me in My World Celebrating DIfference Relationships</p>
<p>Respectful relationships</p>	<p>R12 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 R13 practical steps they can take in a range of different contexts to improve or support respectful relationships R14 the conventions of courtesy and manners R15 the importance of self-respect and how this links to their own happiness R16 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 R17 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 R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me</p>

Online relationships	<p>R20 that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>R21 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.</p> <p>R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>R24 how information and data is shared and used online.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference</p>
Being safe	<p>R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>R26 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.</p> <p>R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>R32 where to get advice e.g. family, school and/or other sources.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference</p>

PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION IN PRIMARY SCHOOLS – DFE Guidance, 2019

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	<p>H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>H2 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.</p> <p>H3 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.</p> <p>H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p> <p>H9 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 well-being or ability to control their emotions (including issues arising online).</p> <p>H10 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.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p> <p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p>

<p>Internet safety and harms</p>	<p>H11 that for most people the internet is an integral part of life and has many benefits. H12 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. H13 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. H14 why social media, some computer games and online gaming, for example, are age restricted. H15 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. H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. H17 where and how to report concerns and get support with issues online.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Healthy Me</p>
<p>Physical health and fitness</p>	<p>H18 the characteristics and mental and physical benefits of an active lifestyle. H19 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. H20 the risks associated with an inactive lifestyle (including obesity). H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>

Healthy eating	<p>H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>H23 the principles of planning and preparing a range of healthy meals.</p> <p>H24 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).</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
Drugs, alcohol and tobacco	<p>H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
Health and prevention	<p>H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>H31 the facts and science relating to immunisation and vaccination</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
Basic first aid	<p>H32 how to make a clear and efficient call to emergency services if necessary.</p> <p>H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>

Changing adolescent body	H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. H35 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
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