Relationships, Health, and Sex Education Policy 2024-2025

Curriculum Vision Statement:
Our curriculum vision is to develop a lifelong love of reading and learning. To enable our children to be healthy, happy and prepared for the future.
Our aim is to broaden the children's horizons and opportunities in the world we live in.

Chair of Governors:	Angela Pratt	Signed:
Chair of Committee:		
Committee Responsible:	FGB	
Staff Responsible:	Harry Draper- PSHE Lead	
Date Reviewed:	September 2024	
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Version	Review Date	Changes Made by	Sections affected	Changes

EQUALITY DUTY

At Great Doddington Primary School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Relationships, Health, and Sex Education Policy

Relationships, Health, and Sex Education (RHSE) is a lifelong process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships, and intimacy. At primary school level, it is about laying the foundation for teaching in the context of feelings, friendships, and relationships with a backdrop of understanding biological processes.

1. Rationale and Statutory Requirements

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. In teaching RHSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. As a school, we have chosen to teach further elements of sex education to ensure all pupils have a full range of knowledge. RHSE is not about the promotion of sexual activity. It is taught as a combination of sharing information and exploring issues and values.

2. Aims

At Great Doddington Primary School, we aim for every pupil to leave the school as well-rounded individuals who have the knowledge and skills required to make positive choices for themselves, their bodies and those in the community around them. We want to give them a safe space within the school that they can ask questions and learn from each other by listening to different perspectives. By implementing RHSE as set out by this policy, we aim to make a greater impact on the development of those skills and their understanding of how relationships work and helping all pupils to fulfill their potential.

The objectives of relationships, Health, and sex education (RHSE):

- Create a positive culture around which pupils and teachers can conduct sensitive discussions.
- Teach what safe and unsafe relationships look, sound and feel like.
- Provide children with an understanding of what responsibilities they have towards themselves and others.

- Help develop skills that enable them to be reflective of the possible consequences of their actions.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of respect for themselves, their bodies and their peers as well as understanding of what their personal boundaries are.
- Teach children that not all relationships are the same. They can vary between individuals, couples, friendships and families.

3. Parental Involvement and Support

The school recognises the primary role in children's relationships, health, and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective, we:

- Inform parents about the school's RHSE policy and practice,
- Answer any questions that parents may have about the RHSE of their child,
- Take any issues seriously that parents raise with teachers or governors about this policy or the arrangements for RHSE in the school.

Parents do not have the right to withdraw their children from relationships and health education. Parents have the right to withdraw their children from the non-statutory components of sex education within RHSE, that are not a part of the science curriculum. They will receive notification of forthcoming sex education lessons and will be provided with many of the teaching materials that might be used. Requests for withdrawal should be put in writing and made clear which aspects of the programme they do not wish their children to participate in (see Appendix 3). Requests for withdrawal will then be discussed with the Head of School. The school always complies with the wishes of parents in this regard; however, many aspects of the lessons are part of the Science curriculum which is statutory. Alternative work will be given to pupils who are withdrawn from sex education. This may include being asked to take part in alternative PSHE lessons.

4. Curriculum

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 in appendix 1. The way the Jigsaw Programme covers these is explained in the curriculum progression map and the RSHE overview grid. 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', 'Changing adolescent body'. The expected outcomes for each of these elements can be found in appendix 2. The way the Jigsaw Programme covers these is explained in the curriculum progression map and the RSHE overview grid. 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.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. At Great Doddington Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we have decided to teach this through our Jigsaw scheme of work. We define Sex Education as understanding human reproduction. We intend to teach this during our final Summer Term, through the JIGSAW piece 'Changing Me.

In addition, we use the 'protective behaviours' framework to help develop pupil's understanding of personal safety, help increase their confidence and empower them to problem-solve.

The curriculum has been developed by taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

For more information about our RHSE curriculum, see Appendices 1 and 2

5. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum. Some aspects may be taught through other subjects when curriculum objectives cross over. For example, in computing lessons teachers may choose to teach pupils what positive and negative friendships look like online and what the possible risks are.

RHSE is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

It is the responsibility of class teachers, who know their children best, to decide how and when to teach the different aspects of the RHSE curriculum. For example, they may choose to cover objectives that answer children's queries about current news cycles or respond to specific behavioural issues that have been raised within or outside the classroom. Therefore, additional content, may be required to meet the needs of their pupils.

It can also be learned through the 'informal curriculum':
Pupils frequently raise issues which relate to RHSE e.g. a young child wants to share with everyone that his/her mother is having a baby. When such spontaneous discussions arise, it should be treated in a way which encourages children to be aware of moral considerations and the value of human relationships. Teachers should allow open discussions to take place although pupils should have a clear understanding of what is and isn't appropriate in the classroom setting. Therefore, expectations of behaviour are made clear.

6. Equal Opportunities

The teaching staff and the Governing Body are committed to supporting the personal health and welfare of every pupil at school. Every pupil must have opportunities throughout their time at school to follow a carefully planned programme for RHSE, which closely relates to their individual needs and stages of development.
This can be done through a range of strategies including:

- Ensuring teaching and learning is done in a safe, secure and welcoming environment.
- Differentiation activities that suit all levels.
- Types of questioning which can be used to challenge or support learning.
- Support for students who find topics emotionally or academically difficult.
- Challenging forms of discrimination or prejudice against individuals or groups in appropriate manner that conforms to the school's behaviour and inclusion policy.

We aim for there to be some confidentiality surrounding the discussions that take place, however we cannot guarantee this in all cases. If a pupil says something that might be

cause for concern it is the responsibility of the class teacher to report any concerns to the DSL. Visitors should be aware of what the safeguarding policy is before conducting any sessions with pupils.

7. Roles and Responsibilities

The Governing Board

The governing board will approve the RHSE policy, and hold the head teacher to account for its implementation.

The Head Teacher

The head teacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE.

Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way,
- Modelling positive attitudes to RHSE,
- Monitoring progress,
- Ensuring all RHSE objectives are being covered,
- Responding to the needs of individual pupils,
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE,
- Reporting any safeguarding concerns that may arise from these lessons.

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the head teacher or the PSHE subject leader.

PSHE Subject Leader

- Monitoring coverage of the RHSE curriculum,
- Responding to any queries staff may have concerning RHSE,
- Implementation of the RHSE policy,
- Reviewing the effectiveness of the RHSE policy and updating when appropriate,
- Listening and answering queries about the PSHE curriculum from staff, pupils or parents.

Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

8. Safeguarding

Teachers conduct RHSE in a sensitive manner and in confidence. However, if a child makes a report of being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or harmful sexual behaviour. In these circumstances, the teacher will deal with it seriously and as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSL. The DSL will then deal with the matter in consultation with health care professionals. A comprehensive set of all allegations are recorded and kept. (See also Child Protection, Safeguarding Policy and Part 5: Child on Child Sexual Violence and Sexual Harassment of the Keeping Children Safe in Education 2023 Guidance).

9. Assessment

Pupil's learning against the lesson's objectives are assessed throughout using a range of assessment for learning techniques. A baseline assessment is carried out at the beginning of a new piece of learning with a range of assessment for learning strategies built into the lesson to gauge understanding, adapt teaching and promote maximized learning. Each class has a 'Floor Book' where evidence of the year groups progression through the scheme can be shown. Evidence of RHSE may also be recorded in the children's science books.

Monitoring takes place through samples pupils work, lesson planning, book scrutiny, pupil voice, lesson observations, class 'floor books' and pupil's science books.

10. Monitoring and Review

The Head Teacher and staff will consult with the Link Governor and review this policy each year. Any requested amendments will be presented to the Governing Body for discussion and approval. This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the governing board and senior leadership team.

Appendix 1:

Relationships Education in Primary schools – DfE Guidance 2024

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.

	By the end of Primary School pupils should know…	**How Jigsaw provides the solution**
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). • 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	All of these aspects are covered in lessons within the Puzzles: • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring Friendships	• 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	
Respectful Relationships	• 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	
Online Relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 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	• R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts,	All of these aspects are covered in lessons within the Puzzles: • Relationships • Changing Me • Celebrating Difference

	including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.	

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:

	By the end of Primary School pupils should know…	**How Jigsaw provides the solution**
Mental Wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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.	All of these aspects are covered in lessons within the Puzzles: • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet Safety and Harms	• 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	All of these aspects are covered in lessons within the Puzzles: • Relationships • Healthy Me

	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.	
Physical Health and Fitness	• 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.	All of these aspects are covered in lessons within the Puzzles: • Healthy Me
Healthy Eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • 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).	All of these aspects are covered in lessons within the Puzzles: • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles: •
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	All of these aspects are covered in lessons within the Puzzles: • Healthy Me

	• H31 the facts and science relating to immunisation and vaccination	
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 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	• 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

Appendix 3:

Request to withdraw.

Great Doddington Primary School			
TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent / carer		Date	
Details of which elements you which your child to be withdrawn from and reason why.			
Parent / carer signature			