



# Elmlea Schools' Trust

## Relationship, Sex and Health Education (RSHE) Policy

*Document History Record of recent Policy changes*

Date	Version	Author/Owner	Change	Origin of Change e.g. TU request, change in legislation
Sept 2021	1.0	Jess Andrews		

Board of Trustees Committee	Staffing
Statutory/Non Statutory	Non Statutory
Policy Adopted	
Review cycle	Three-Yearly
Review date	

# Policy for Relationship, Sex and Health Education (RSHE)

Last reviewed: Sept 2021

Relationship, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding of the importance of family life, stable and loving relationships, respect, love and care. Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSHE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

As of September 2020 it became compulsory for children to receive Relationships Education. This is due the increasingly complex work and living that they are now and will continue to encounter. This presents many exciting and positive opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

## **Jigsaw**

Relationship, Sex and Health Education is taught through our PSHE scheme of work ‘Jigsaw, the mindful approach to PSHE’ (See Policy for PSHE). The Jigsaw framework provides teaching staff with a secure framework in which to provide RSHE in an age-appropriate way.

The Summer Term Puzzles (units) are about Relationships (unit 1) and Changing Me (unit 2).

The Changing Me Puzzle includes, in every year group, two or three lessons to help children understand the changes that growth brings. Throughout Reception, Year 1 and Year 2 this includes learning the correct terminology for body parts. This forms the foundation work for learning that will follow in later year groups. In Years 3,4,5,6 internal and external changes are taught as well as babies are created from the combining of an egg and sperm.

## ***Jigsaw RSHE Content***

The grid below shows specific RSHE learning intentions for each year group in the ‘Changing Me’ Puzzle.

<b><i>Year Group</i></b>	<b><i>Piece Number and Name</i></b>	<b><i>Learning Intentions ‘Pupils will be able to...’</i></b>
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others

		ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
2	Piece 4 Boys' and Girls' Bodies	respect my body and understand which parts are private recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 3 Outside Changes	tell you what I like/don't like about being a boy/girl understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process
	Piece 4 Inside Changes	identify how boys' and girls' bodies change on the inside during the growing up process and explain why these changes are necessary so that their bodies can make babies when they grow up
4	Piece 2 Having a baby  Piece 3 Girls and puberty	label the internal and external parts of male and female bodies that are necessary for making a baby  describe how a girl's body changes in order for her to be able to have babies, and that understand menstruation is a natural part of this
5	Piece 2 Puberty for Girls  Piece 3 Puberty for boys  Piece 4 Conception	explain how a girl's body changes during puberty understand the importance of looking after yourself physically and emotionally  describe how boys' and girls' bodies change during puberty  understand that sexual intercourse can lead to conception and that is how babies are usually made  understand that sometimes people need IVF to help them have a baby
6	Piece 2 Puberty  Piece 3 Babies: Conception to Birth	explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally  describe how a baby develops from conception through the nine months of pregnancy, and how it is born

The DfE has said the Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’. 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.

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.

The DfE Guidance 2019 recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools’.

The below table shows what the DfE state pupils should know by the end of school.

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

## **Withdrawal from lessons**

Parents/carers have the right to withdraw their children from some of the Sex Education provided at school and parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSHE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSHE to their children at home.

At Elmlea Infants and Junior School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). 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 i.e. the Jigsaw Changing Me Puzzle. It is important however to note that these lessons are not taught through Jigsaw until Year 4, 5 and 6.

## **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, school policy is followed.

## **Conclusion**

All children should have the opportunity to develop an understanding of their role within their family, the school and the wider community. This will be achieved through valuing their contributions, and fostering a safe environment in which they can express themselves openly and develop an awareness of themselves as valuable and special individuals.

Review schedule: Annually

Last reviewed: Sept 2021

Next review: Sept 2022