

October 2021



# **Relationships, Health and Sex Education (RHSE) Policy**

## Relationships and Health Education

As of September 2020, Relationship and Health Education in primary schools will be statutory. This means that all primary school children will be taught about positive and safe relationships as well as how to make good decisions about their health and wellbeing. Additionally, primary schools can decide to teach Sex Education.

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting 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.”*

*“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”*

*“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”*

(Secretary of State Foreword, Relationships Education, Relationships and Sex Education and Health Education, DfE, 2019)

*“In teaching Relationships Education and RHSE, 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 that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.”*

(Relationships Education, Relationships and Sex Education and Health Education, DfE, 2019)

## Relationships, Health and Sex Education (RHSE) programme at Jubilee:

### Aims and Objectives

There are three main elements to the programme at Jubilee: the

- Knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

We are committed to ensuring that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of our programme are to:

- Enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- Provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

Jubilee Primary School has a statutory duty to teach the following as part of the National Curriculum for Science. Parents do not have the right to withdraw their children from these aspects of the Science curriculum:

At Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults

At Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

At Jubilee Primary School we teach Relationships, Health and Sex Education (RHSE) through our scheme of work for Personal Social Health Education (PSHE), called [Jigsaw](#). This scheme has been quality assured by the PSHE Association as meeting the requirements set out in the governments 'Sex and Relationship Education Guidance'. **In addition to this, please refer to Section 9 in the Safeguarding and Child Protection Policy (Information about Safeguarding for Pupils).**

The PSHE scheme runs across all year groups from Reception to Year 6 and covers all aspects of personal, social, moral and spiritual education divided in to six themes:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

Department of Education Guidance 2019 and PSHE programme Jigsaw

*"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."*

DfE Guidance p.8

In the following paragraphs we have identified the content within Jigsaw programme that addresses the requirements of the DfE guidance

## **Relationships Education**

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

**DfE Guidance** -Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

**Jigsaw** - 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. **Make reference to Section 9 in the Safeguarding and Child Protection Policy (Information about Safeguarding for Pupils).**

## **Lesbian, Gay, Bisexual and Trans Issues**

In line with the Equality Act 2010 and guidance on Relationships Education and RHSE, primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so. Therefore, in addition to the Jigsaw scheme of work, each year group has 3 lessons delivered from the CHIPS (Challenging Homophobia in Primary Schools Curriculum); an acclaimed resource viewable here <http://www.ellybarnes.com/>. This begins with appreciation of differences between individuals and differing family situations lower down in the school and deals with issues such as transgender issues and homophobia higher up. This is part of our relationships education and fosters the importance of equality and respect. Discussions around sex are **not** part of these lessons therefore parents do not have the right to withdraw their children from these lessons.

## **Health Education**

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

**DfE Guidance** -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 (teaching children about puberty)’.

**Jigsaw** - 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. Teaching children about puberty in Jigsaw is taught as part of the Changing Me Puzzle (unit). **Students also have emotional well-being support from WAMHS and MHST clinicians as well as time with the Designated Mental Health Lead.**

## **Sex Education**

**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 Jubilee Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding

human reproduction (the interaction of male and female reproductive systems resulting in human fertilisation).

We use the Jigsaw “Changing Me” puzzle (unit) in the summer term.

The class teacher will teach Relationships, Health and Sex Education (RHSE). Resources to teach RHSE include fiction, reference books, extracts from videos, diagrams and case studies. All resources are provided along with the ‘jigsaw’ scheme of work to complement the activities that are suggested.

RHSE is usually delivered in mixed gender groups. However, on occasions where it is more appropriate they will be taught in single gender groups.

In upper Key Stage 2, students will learn about sexual harassment, sexual violence, online safety, peer on peer abuse and photography and images. Please refer to Section 27 in the Safeguarding and Child Protection Policy (Further Information on Safeguarding Issues). The Jigsaw “Changing Me” content is detailed below according to year group:

### **Foundation**

Children learn about the concept of male and female and about young animals, this learning links to their trip to a farm and learning about farm animals.

### **Year 1**

Children in Year 1 begin to understand the life cycles of animals and humans. They discuss the different ways that they have changed since they were a baby including the different ways their body has changed. The children learn the biological names for all body parts including penis, vagina and testicles. They also talk about the names different families also have for these body parts. They are taught that each time they learn something new they are changing a little bit.

### **Year 2**

In Year 2 children build on their learning from Year 1 by matching the correct body parts to a boy and a girl. They discuss the function of clothing to keep us warm, to look nice and to keep our “private parts private”. The children learn about the natural process of growing from young to old and learn that this cannot be controlled. They recognise how their body has changed since they were babies.

### **Year 3**

In Year 3 children learn that in animals, including humans, it is usually the female that has a baby. They begin to understand how babies grow in the mother’s uterus and once born, what a baby needs to live and grow.

Children are introduced to the word ‘puberty’ as the process of a child’s body growing into an adult’s body. Using biological terminology the children begin to learn about the changes that happen to the body during puberty, both outside and inside and why these changes are necessary so that their bodies can make babies when they grow up.

They start to recognise stereotypical ideas they might have about parenting and family roles.

### **Year 4**

Children in Year 4 learn that babies are made from the joining of an egg and sperm and that because of this some of their personal characteristics come from each parent.

They learn the correct biological names for the internal and external parts of male and female bodies that are necessary for making a baby and that a baby is made when a sperm meets an egg.

All children learn how girls' bodies change in order for her to be able to have babies as an adult and that menstruation (having periods) is a natural part of this.

They can identify changes that have been and may continue to be out of their control that they have learned to accept.

### **Year 5**

In Year 5 children learn the concept of 'self-image' and how they see themselves may differ from how they are perceived by others.

Children continue to learn about how boys' and girls' bodies change during puberty and discuss how they might feel about this. They learn that being attracted to others is a natural part of growing up. The meanings of terms such as 'gay' are clarified as they arise.

The children learn that babies are usually made during sexual intercourse but sometimes people need IVF to help them have a baby.

Children learn that having a baby is a choice that is made by responsible adults and discuss different situations and scenarios represented in the world around them e.g. same sex parents. Contraception is discussed.

Children identify what they are looking forward to about being a teenager and begin to understand that growing up brings growing responsibilities. Children are made aware that the age of consent for sexual intercourse is 16.

### **Year 6**

Children in Year 6 discuss their own self-image and learn how to develop their self-esteem. They talk about how celebrities are represented in magazines and how these images are 'airbrushed' and are not realistic representations.

The children use their knowledge to answer questions and give advice to their peers about worries and concerns they have about getting older. They continue to learn about the importance of looking after themselves physically and emotionally. More advanced terminology is explained to the children as it arises.

In Year 6, children will describe how a baby develops from conception, through the nine months of pregnancy, and how it is born.

They discuss how being physically attracted to someone changes the nature of relationships.

As they near the end of the theme the children reflect on their experiences of primary school and discuss their worries about transition to secondary school.

### **Consulting Parents**

The Sex Education strand of RHSE, defined to be learning about human reproduction, is covered in one lesson in Year 3 (outside body changes), one lesson in Year 4 (having a baby), one lesson in Year 5 (conception) and one lesson in Year 6 (conception and birth).

Each academic year, the school informs parents when aspects of Sex Education in RHSE will be taught. Parents are subsequently invited to meetings about the 'Changing Me' Jigsaw unit specific to their child's year group. These meetings are held by the PSHE leader in the half term prior to the unit being taught which gives parents time to review the teaching resources, ask questions and raise concerns. If particular concerns are raised about aspects of the unit, they are recorded and the PSHE leader discusses these with Senior Leaders. Such concerns may lead to changes in how the content is taught but this will be at the discretion of the school. Additionally, a request can be made to view the 'Changing Me' resources at any point during the year via the school's reception ([admin@jubilee.hackney.sch.uk](mailto:admin@jubilee.hackney.sch.uk)). The request will be passed on to the school's PSHE leader who will make the resources available to parents.

Parents have the right to withdraw their children from those aspects of RHSE not included in the National Curriculum Science Orders or statutory Relationships and Health Education (RHE). Prior to deciding whether to withdraw a child from these sessions, parents are encouraged to attend one of the parent meetings detailed above. Any requests to withdraw a child need to be made in writing to the Headteacher who will pass them on to the PSHE leader. Children who are withdrawn will work in a different class during these sessions. However the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this. The school is also mindful that the children may go and research this themselves on the internet which leaves them vulnerable to misinformation, inappropriate content and risk of harm.

If a parent has a concern after the RHSE content has been taught, they should speak to the class teacher in the first instance. If they are still concerned they can contact the phase leader. Any formal complaints would need to adhere to the school's complaints policy that can be found on the school website.

## **RELATIONSHIPS, HEALTH AND SEX EDUCATION - POLICY AND PRACTICE**

- The school's Senior Leadership Team (SLT) will have overall responsibility for the provision of the programme and will monitor its implementation recommending any necessary changes to governors as appropriate.
- Parents will receive prior notification of the RHSE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the RHSE Programme will be available to parents on request.
- Parents may withdraw their children from Sex Education lessons in the school's RHSE Programme if they wish. However the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.
- The RHSE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate (at the school's discretion).
- If children ask questions outside the RHSE Programme, the teachers will use their professional discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child is entitled to receive RHSE.
- It is our intention all children have the opportunity to experience a programme of RHSE at a level that is appropriate for their age and physical development with differentiated provision if required.
- The school's RHSE Policy is subject to regular review and approval by the governing body.
- The RHSE Policy takes into account changes made in KCSIE 2021 and the Safeguarding and Child Protection Policy.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. All classrooms have a 'jigsaw' post box where children can anonymously post any questions that arise from their RHSE session.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the year group objectives provision will be made to meet the individual child's needs. Teachers will never refer to their sexual experiences when discussing sexual relationships.

### **Use of visitors**

*"Visitors should complement but never substitute or replace planned provision. It is the PSHE leader's and teacher's responsibility to plan the curriculum and lessons."*

(Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11)

On occasion and when appropriate, visitors such as the school nurse may be involved in the delivery of relationship and sex education, particularly in Key Stage 2.

### **Children with Special Needs**

Where possible, teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Child Protection / Confidentiality**

Teachers are aware that effective RHSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. On such an occasion, the staff member will inform one of the school's Designated Safeguarding Officers in line with the school's [Safeguarding and Child Protection Policy](#). A member of staff cannot promise confidentiality if concerns exist and all staff will act in line with the Safeguarding and Child Protection Policy.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the Senior Leadership Team and Governors. The effectiveness of the RHSE programme will be evaluated by assessing children's learning. Change will be implemented if required.

This RHSE policy will be available to parents via our website or via requesting a paper copy from the school office.

### **Links to further reading:**

Sex and Relationship Education Guidance: Published by the DfE in 2000

<https://www.gov.uk/government/publications/sex-and-relationship-education>

Sex and Relationships Education for the 21st Century: Published by the PHSE Association

<https://www.pshe-association.org.uk/uploads/media/17/7910.pdf>



Policy Statement: Relationships Education and Sex Education, and Personal, Social, Health and Economic Education: Published by the DfE in 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/595828/170301\\_Policy\\_statement\\_PSHEv2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf)

Health Education, Relationships Education and RHSE: Published by the DfE in June 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RHSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RHSE_and_Health_Education.pdf)