



LEARNING CHANGES LIVES

RSHE Policy

Approved by the
Local Governing Body
January 2024

Next review
January 2025

INTRODUCTION

Purpose

To inform the teaching and learning of Relationships and Sex Education (RSHE) at Quest Primary School. The policy will be available to all teaching staff, governors and parents via the school website.

Introduction and definitions

This policy covers the teaching of RSHE in our school. It also covers Health education. You may also hear it referred to as Relationships and Health Education, but as we wish to be clear about all aspects of this curriculum, we have decided to call it Relationships, Sex and Health Education.

For convenience, in this document we will call the subject RSHE.

Background

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all the relevant information including national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views about the policy via a school online survey.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

We define **Relationships education** as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults.

Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns, how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Learning will reflect the fact that families can take many forms and will be sensitive to the varied backgrounds that children may come from and the lifestyles they may have (for instance if they are in foster care or are young carers). Teachers will take care that children are not stigmatised due to their home circumstances.

Children will also learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. This is a foundation for later learning about consent, which will take place at secondary school. Children will learn about positive emotional wellbeing, as well as how to recognise when they are at risk or abuse and exploitation. We will ensure that children know how to seek help if they feel they need to.

Respect is taught in a way that young children will understand, in terms of learning about boundaries with regards to sharing space, toys, books and so on.

Relationships education will reflect the way that many children spend time online. They will learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people.

Health education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Children will learn how physical and emotional health are linked and can affect each other.

Children will learn about ways to develop their self-control and their abilities to make decisions. They will be taught about ways to respond positively to setbacks or challenges. They will also be helped to overcome prejudice and stigma around health issues, especially those connected with mental health.

Children will learn about menstruation, and girls will be helped to prepare for the beginning of their periods.

Sex education at primary school teaches children basic scientific facts about how humans and other animals grow and reproduce.

Abbreviations

Abbreviation	Meaning
PSHE	Personal, Social and Health Education
SoW	Scheme of Work
RSHE	Relationship, Sex and Health Education
CP	Child Protection
CAMHS	Children and Adolescent Mental Health Service
SEND	Special Educational Needs and Disability

How does RSHE fit into the Personal, Social and Health Education framework at Quest Primary School?

Relationship, Sex and Health Education is supported by our wider curriculum for Personal, Social and Health Education through the Jigsaw scheme of work. Pupils receive their sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experiences of adult life. This is planned with regard to the Healthy Schools Standard and the National Curriculum framework for PSHE and Citizenship and Science at Key Stages 1 and 2.

The aims of relationships, sex and health education (RSHE) at our school are to:

1. Provide a framework in which sensitive discussions can take place
2. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
3. Help pupils develop feelings of self-respect, confidence and empathy
4. Create a positive culture around issues of sexuality and relationships
5. Teach pupils the correct vocabulary to describe themselves and their bodies

RSHE forms part of our PSHE curriculum and is taught throughout all key stages. See also PSHE Policy.

Why have we written this policy?

Although schools have been teaching this kind of lesson for many years, it is only since the Children and Social Work Act of 2017 that there has been a legal requirement for RSHE to be delivered. This means that we need to update our approach and to review the content of our lessons.

Why is RSHE being taught?

The curriculum for this topic was last updated in 2000. Since then, there have been huge changes in society and technology which mean there is a need to update the way we teach our children to negotiate the world in which they are growing up.

- Relationships education aims to equip children with the skills and knowledge they need in order to form happy, healthy and safe relationships throughout their lives. Children will learn about friendships and families, how to stay safe online and in the real world, and how to seek help when they need to. It aims to help them develop tolerance of other people, and to understand the importance of respect and kindness.
- Health education helps children to make informed decisions about their health and wellbeing, to recognise when they or others may have problems, and to know where and how to get help. Health education covers the way our physical and mental wellbeing are interconnected.
- Sex education - Sex, puberty and reproduction are delivered through the science curriculum, which builds understanding from year one onwards. Not every year group will study topics related to sex and reproduction.

All lessons will be delivered in an age-appropriate way, using carefully selected resources and lesson plans.

How will we decide if a topic or activity is age-appropriate?

We will use the tool at Appendix 2 when selecting a topic or resource to check that it is age appropriate.

It may be necessary to deliver a topic earlier than planned in response to children's needs – for example, if there is a need to respond to local or national events that are causing concern, or if children are reaching puberty early. We will inform parents in these cases before the lessons are delivered.

Who is responsible for overseeing this subject in our school?

The governing board

- The governing board will approve the RSHE policy and hold the Head of School to account for its implementation.

The Head of School

- The Head of School is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head of School.

The named person responsible is Miss J Stawman – Head of School. Miss C Greenway is the PSHE/RSHE Lead.

Who will deliver RSHE?

RSHE will be delivered by class teachers. We believe that this is the most effective mechanism because:

- Teachers are likely to have a good knowledge of the class and their backgrounds, and can therefore tailor the lessons to best meet the children's needs.
- Delivery by teachers means that the themes of RSHE can be reinforced across all parts of the curriculum, thus ensuring that children receive constant and consistent messages.
- Teachers can quickly identify children who need more help with an aspect of the subject, or who may be vulnerable and need additional support.

We may sometimes invite external agencies to deliver specific lessons or activities. Parents and carers will be informed when this is planned and given all necessary information about the proposed sessions.

What will be taught?

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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
Ages 5-6	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
Ages 6-7	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
Ages 7-8	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

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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
Ages 9-10	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
Ages 10-11	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

- *Health education -*

The RSHE curriculum objectives that children must have learned about and understand by the end of primary school can be viewed in Appendix 1.

Statutory National Curriculum Science

At Key Stage 1 the content includes:

- Knowing that animals including humans, move, feed, grow, use their senses and reproduce
- Being able to recognise and compare the main external parts of the bodies of humans
- Knowing that humans and animals can produce offspring, and these grow into adults
- Being able to recognise similarities and differences between themselves and others and to treat others with sensitivity

At Key Stage 2 the content includes:

- Knowing that the life processes common to humans and other animals include nutrition, growth and reproduction
- Knowing about the main stages of the human life cycle and how humans develop with age (puberty)
- Knowing about the reproductive process and naming the organs involved

At Quest Primary, sex education (sex, puberty and reproduction) is delivered through the science curriculum and through over-lapping areas within the PSHE and RSHE curriculums.

Sex education that is delivered outside of the science programme of study or the relationships and health education programme of study constitute one-off sessions delivered in the summer term of Year 5 and Year 6. These sessions recap content from the science curriculum but may in addition address:

Sexual reproduction in humans - <i>Sperm and egg needed to make a baby</i> - <i>Conception, including IVF</i> - <i>Sexual intercourse</i> - <i>Birth</i>	When learning about human sexual reproduction in science pupils might also be given context – see below.
Context of human sexual reproduction and sexual intercourse - <i>Reproduction is adult; requires physical and emotional maturity,</i> - <i>Legal age of consent to sex</i>	Relationships Education includes that pupils should know: ‘that families are important for children growing up because they can give love, security and stability’.

Parents will be made aware of these sessions in advance, and materials used within them will be shared with parents also. These will be the sessions from which families may choose to withdraw their child.

There is no statutory guidance that sets out sex education content but refers to sex education as including how a baby is conceived and born:

‘The Department continues to recommend therefore 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 and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’. (paragraph 67, statutory guidance on RSHE, 2019)

Schemes of Work and lesson plans

All our school schemes of work covering these topics will be available on our school website (Jigsaw Information for Parents and Carers (England and Scotland); RSHE Guide Leaflet for Parents and Carers; Jigsaw Overview Map; PSED

Early Years Framework and Jigsaw; RSHE Overview Grid – all from Jigsaw PSHE). These will give full details of lesson outcomes and link to resources that may be used to deliver each area.

Who will monitor the delivery of RSHE, and how will learning in RSHE be evaluated?

The delivery of RSHE is monitored by Charlee Greenway (PSHE and RSHE Lead) through a combination of informal lesson drop-ins, work scrutiny and staff and pupil and parent feedback. Teacher assessment and pupil self- and peer assessment will also contribute to evaluation of learning.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Right to withdraw children from lessons

There is no right to withdraw from Relationships education, or from sex education that is delivered as part of the Science National Curriculum programme of study. Nor is there any right to withdraw from Health education. This is because the topics covered, such as respect, safety and friendships are important if children are to grow up into happy and healthy adults. The school will inform parents/carers about the RSHE content covered in each year group, annually. In addition, a letter will be provided with a brief overview, both sent home and available on the school website.

Parents do have the right to withdraw their child from sex education sessions that are delivered outside of the Science National Curriculum programme of study.

Parents who do wish to withdraw their child from sex education that is being delivered outside the science national curriculum programme of study should contact the Head of School to discuss the matter. This will allow them to talk through their concerns and to ask any questions they may have. It will also allow the Head of School to explain the curriculum and the benefits that their child will gain from taking part in the lessons. A record will be made of the meeting, but such requests will be granted and children provided with alternative learning whilst sex education is being delivered.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Children that start puberty prior to Year 5

For those children that begin to develop/start puberty early, teachers will discuss with parents if they require any support for themselves and their child. If the parent requests, a teacher will talk to the child and deliver the topic early.

Equal Opportunity

Quest Primary School is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasion where pupils with Special Educational Needs and Disabilities (SEND) will be given extra support from staff.

Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they bring fears or worries into the classroom that affect RSHE which brings an understanding of what is and is not acceptable in a relationship. RSHE may lead to a disclosure of a child protection issue.

Confidentially

If a member of staff (teaching or non-teaching) suspects there to be child protection issues involving a child, or is faced with a disclosure, then s/he has a duty to pass this information on to the designated Child Protection member of staff, and use the procedures set out in the schools Child Protection policy. Staff need to make pupils aware they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session. The designated Child Protection named person at Quest Primary is the Head of School, Jo Stawman.

Review and consultation

This policy will be reviewed every year. It will be reviewed by the governing body and the Head of School, in consultation with parents and staff. This will be done through documents shared on the school website and sent to parents when required.