



Relationship, Sex and Health Education (RSHE) Policy

Our vision

We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to "Let Your Light Shine" (Mathew 5:16)

Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.

Love of Learning - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

Faith - We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

Respect - We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

Partnerships - We work together with our families, the Church and the local and wider community, valuing their support.

HEADTEACHER: Mr Chris Burman

CHAIR OF GOVERNORS: Mrs Sue Owen

This policy is reviewed three yearly by the Local Governing Body (LGB).

Policy reviewed by the LGB

November 2023

Policy Links: PSHCE

At Brent Knoll Primary School, we teach Relationships and Health Education as part of our whole-school approach to PSHE (Personal, Social & Health Education). We understand that Relationships and Health Education is compulsory for all pupils receiving primary education. We consider these subjects to be the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We recognise the importance of these subjects in helping our young people to develop. We understand the importance of enabling our pupils to understand and respect who they are; feel empowered with a voice and to be equipped for life-long learning. It is our intention to support their well-being and to help them become successful, happy adults, who make a meaningful contribution to society.

For our PSHE lessons, we use The Jigsaw Programme, which provides a comprehensive, carefully thought-through Scheme of Work, bringing consistency and progression to our children's learning in this vital curriculum area.

Relationships and Health Education: What do we teach and who teaches it?

A Whole-school approach

The Jigsaw programme which we use covers all areas of personal, social and health education (PSHE) for the primary phase, including statutory Relationships and Health Education.

A different learning theme is explored by the whole school, each half term. The table below summarises the learning themes, which deepen and broaden every year.

Term	Theme	Content
(Jigsaw Puzzle)		
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Class 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 and Sex Education in the context of coping positively with change

At Brent Knoll Primary School, PSHE is taught weekly, in a discrete lesson, in order to impart knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: through our school values, our assemblies and collective worship; our praise and reward system, as well as through relationships between adults and children across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Relationships Education

By the time our pupils leave primary school, they will have learnt about 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe' (see appendix 1) The majority of the statutory Relationships Education is covered within the Jigsaw 'Relationships' Puzzle, although some of the outcomes are also taught elsewhere within Jigsaw (for example: 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 throughout the year and across the curriculum.

In accordance with Church of England guidance (Valuing All God's Children, 2019), our Relationships Education prepares all pupils for the future, regardless of sexual orientation or gender identity. Our lessons promote equality and challenge discrimination. As a school, we promote respect for all and we 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.

Health Education

By the time our pupils leave primary school, they will have learnt about '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 bodies' (see appendix 2). The majority of the statutory Health Education is covered within the Jigsaw 'Healthy Me' puzzle, although some of the outcomes are also taught elsewhere within Jigsaw (for example: 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 is now a statutory requirement, which sits within the Health Education part of the DfE guidance 2019. This is taught in our Jigsaw lessons, as part of the 'Changing Me' Puzzle.

Sex Education

Sex Education is not compulsory in primary schools, however, 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'. This programme '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 Brent Knoll Primary School, we believe children should understand the facts about human reproduction before they leave primary education. Drawing on the DfE Guidance, we define sex education as human reproduction. In order to teach this in a scientific context, and knowing that

National Curriculum Science requires children to know how mammals reproduce, we opt to teach this within our Science Curriculum and not within PSHE or Relationships and Sex Education. We believe that this is most appropriate for our children.

Since teaching about puberty is a statutory requirement, taught as part of Health Education, and Sex Education forms part of our science curriculum, the parental right to withdraw a child from some or all lessons (DFE Guidance p.17) is not applicable. The school will inform parents when the 'Changing Me' Jigsaw puzzle and the Science unit on Reproduction is due to be taught. Teachers are always happy to discuss the content of the curriculum with parents and those with any queries should contact the headteacher.

Pupils with special educational needs and disabilities (SEND)

We recognise that for some pupils with special educational needs or disabilities, there may be a need to tailor the content of what we teach. Where this is the case, teachers will consult with the school's SEND Coordinator to ensure that lessons are sensitive and developmentally appropriate. Teaching may be differentiated or personalised to ensure accessibility and this will be noted on Provision Map.

Monitoring and Review

The subject leader for PSHE monitors the effective delivery of relationships, sex and health education. The local governing body monitors this policy on an annual basis. Both the subject leader and the LGB give serious consideration to any comments from parents about the school's PSHE programme. A record of all such comments will be kept.

Appendix 1: 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 guidance states that, by the end of primary school:

	Pupils should know:	Where this is taught within the Jigsaw programme:
Families and people who care for me	<ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• 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.• 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.• 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.• 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).• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.• 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.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.	<p>All of these aspects are covered in lessons within the following puzzles:</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference• Being Me in My World
Online relationships	<ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to-face relationships,	<p>All of these aspects are covered in lessons within the following puzzles:</p> <ul style="list-style-type: none">• Relationships• Changing Me

	including the importance of respect for others online including when we are anonymous. <ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<ul style="list-style-type: none"> Celebrating Difference
Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. 	All of these aspects are covered in lessons within the following puzzles: <ul style="list-style-type: none"> Relationships Changing Me Celebrating Difference

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:

	Pupils should know	Where this is taught within the Jigsaw programme:
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 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 	All of these aspects are covered in lessons within the following puzzles: <ul style="list-style-type: none"> Healthy Me Relationships Changing Me Celebrating Difference

	<p>relation to different experiences and situations.</p> <ul style="list-style-type: none"> • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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. 	
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. 	<p>All of these aspects are covered in lessons within the following puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the following puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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>All of these aspects are covered in lessons within the following puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are 	<p>All of these aspects are covered in lessons within the following puzzles:</p> <ul style="list-style-type: none"> • Healthy Me

	<p>spread and treated, and the importance of handwashing.</p> <ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the following puzzles:</p> <ul style="list-style-type: none"> Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the following puzzles:</p> <ul style="list-style-type: none"> Changing Me Healthy Me

End