

# Stock C of E Primary School



## Relationships, Sex Education and Health Education Policy

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Review: annually

# Stock Church of England Primary School

## Relationships, Sex Education and Health Education Policy

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.

“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

Current guidance was finalised and passed into law by Parliament in 2019. It aims to create a curriculum that:

- fosters pupils’ respect for themselves and others;
- promotes equality and values difference;
- educates children about positive relationships
- helps pupils understand how their actions can impact on their health, wellbeing and safety.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

The curriculum also aims to meet the needs of all pupils, whatever their developing identity and family circumstances, and to prepare them for life in modern Britain.

The DfE guidance states” *These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society”*

At Stock C of E Primary School the curriculum will be delivered mainly through PHSE lessons using resources from Jigsaw and the Christopher Winters scheme as best suited to each cohort. There will also be some crossover in other subjects for example in Science.

### **Relationships Education**

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 further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

## **Health Education**

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 further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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 Stock C Of E Primary School, we believe children should understand the facts about human reproduction before they leave primary school so 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 parents may request their child be withdrawn from the PSHE lessons that explicitly teach this as listed above.

Letters are sent out annually to remind parents of what will be covered in Sex Education. All resources are available for parents/carers to view and discuss on request with the class teacher.

## RSHE Learning Intentions

At Stock CofE Primary School our PSHE provision and planning is guided by JIGSAW. (see PSHE policy) The grid below shows specific RSHE learning intentions for each year group through our JIGSAW unit 'Changing Me', and in year 4 through the Christopher Winters Scheme of work. Learning intentions for the whole of the 'Changing Me' units for each year group can be found on the puzzle maps included at the end of this policy.

Lessons are primarily led by class teachers. When possible, these are enhanced with visits from the school nurse in upper KS2.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
1	Jigsaw 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  Respect my body and understand which parts are private
2	Jigsaw Piece 4 Boys' and Girls' Bodies	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  Tell you what I like/don't like about being a boy/girl
3	Jigsaw Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  Express how I feel when I see babies or baby animals
	Jigsaw Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  Express how I might feel if I had a new baby in my family
	Jigsaw Piece 3 Outside Body Changes	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  Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Jigsaw Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up  Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Christopher Winter - Explore the human lifecycle	Describe the main stages of the human life cycle Describe the body changes that happen when a child's grow
	Christopher Winter - Identify	Discuss male and female body parts using agreed words Know some of the changes that happen to the body during puberty

	some basic facts about puberty	
	Christopher Winter - Explore how puberty is linked to reproduction	Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce
5	Jigsaw Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally  Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Jigsaw Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty  Express how I feel about the changes that will happen to me during puberty
	Jigsaw Piece 4 Conception	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  Appreciate how amazing it is that human bodies can reproduce in these ways
6	Jigsaw Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally  Express how I feel about the changes that will happen to me during puberty
	Jigsaw Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty  Reflect on how I feel about asking the questions and about the answers I receive
	Jigsaw Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born  Recognise how I feel when I reflect on the development and birth of a baby
	Jigsaw Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship  Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

### **Parents' right to request their child be excused from Sex Education**

Parents/carers can ask to see or discuss our SRHE policy at any time. They have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Stock C of E Primary 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 parents may request their child be withdrawn from the PSHE lessons that explicitly teach this as listed above.

Those parents/carers wishing to exercise this right are invited in to meet with their class teacher and/or the head teacher 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 SRE programme until the request for withdrawal has been removed.

Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

### **Monitoring and Review**

The Governing body monitors this policy on an annual basis and serious consideration is given to any comments from parents about the PSHE (RSHE) programme and feedback from teaching staff. Governors scrutinise and ratify teaching materials to check they are in accordance with the school’s ethos. The policy may be modified based on the governors’ findings and recommendations.

**Relationships Education in Primary schools  
Statutory Requirements – 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 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.

The guidance states that, by the end of primary 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>● R1 that families are important for children growing up because they can give love, security and stability.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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).</li> <li>● 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</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>Caring friendships</b>	<ul style="list-style-type: none"> <li>● R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,</li> </ul>	

	<p>sharing interests and experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> <li>● R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● 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</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● R14 the conventions of courtesy and manners</li> <li>● R15 the importance of self-respect and how this links to their own happiness</li> <li>● 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</li> <li>● 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</li> <li>● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● 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.</li> <li>● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● R23 how to critically consider their online friendships and sources of information</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> </ul>

	<p>including awareness of the risks associated with people they have never met.</p> <ul style="list-style-type: none"> <li>● R24 how information and data is shared and used online.</li> </ul>	
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● 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.</li> <li>● R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● R32 where to get advice e.g. family, school and/or other sources.</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> </ul>

### 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:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● 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.</li> <li>● H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>

	<p>talking about their own and others' feelings.</p> <ul style="list-style-type: none"> <li>● H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>● H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● 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.</li> <li>● H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>● 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).</li> <li>● 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.</li> </ul>	
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>● H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>● 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.</li> <li>● 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.</li> <li>● H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● H15 that the internet can also be a negative place where online abuse,</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>● Healthy Me</li> </ul>

	<p>trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> <li>● H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● H17 where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>● H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● 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.</li> <li>● H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>● H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>● H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● H23 the principles of planning and preparing a range of healthy meals.</li> <li>● 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>● H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>● H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● 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.</li> <li>● H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>● H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● H31 the facts and science relating to immunisation and vaccination</li> </ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>● H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>● H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>● H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Changing Me</li> <li>● Healthy Me</li> </ul>