

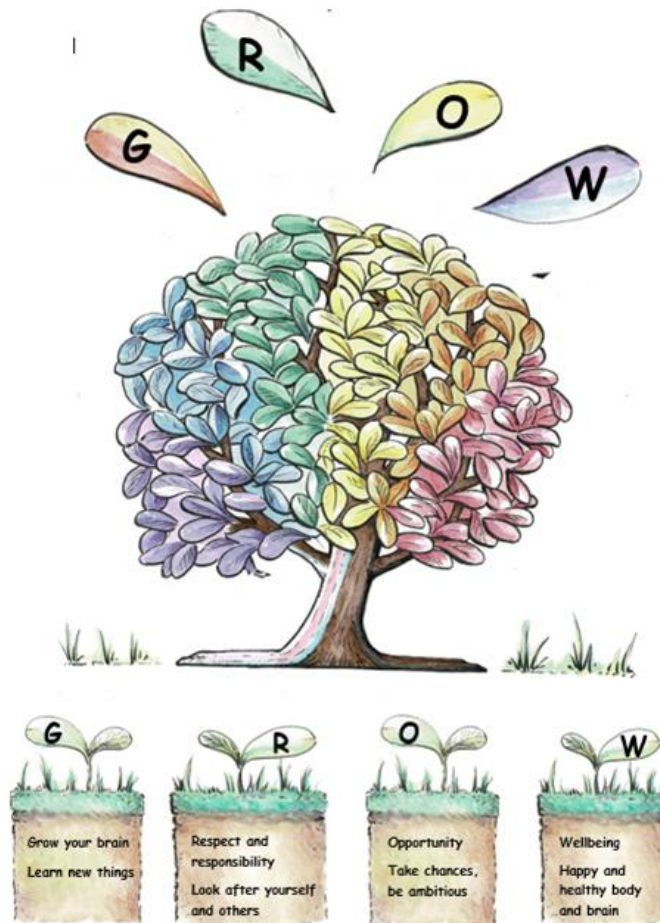


# Policy Document: *Relationships, Sex and Health Education*

## Policy Statement on Relationships, Sex and Health Education (RSHE)

### *Learning Together, Learning For Life.*

Our School Values:



***Agreed and Signed on behalf of the Full Governing Body***

**Name:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# Policy Document: *Relationships, Sex and Health Education*

## **Rationale**

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 and Relationships, Sex and Health Education compulsory in all secondary schools. (DfE, 2019, Relationships Education, RSHE and Health Education).

## **Definition of RSHE**

RSHE ensures children learn important and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. As a subject, it gives children and young people vital skills for building happy, respectful and non-exploitative relationships. This can be both on and offline.

RSHE is not about the promotion of sexual activity.

## **Statutory Requirements**

From September 2020, Relationships Education was compulsory in all primary schools in England and Relationships, Sex and Health Education was compulsory in all secondary schools. Sex education is not compulsory in primary schools.

This policy has been developed in consultation with staff, pupils and parents. It is important to note that RSHE has previously been taught at Paulton Infant School. ***The only recent change it that it is now a statutory requirement for RSHE to be taught in all primary schools.***

Staff and governors define RSHE in its widest sense as it relates to a child's personal, social, moral, spiritual, physical and intellectual development. They define Curriculum both as that which is taught explicitly in terms of facts and knowledge; and that which is taught implicitly in terms of expectations and school ethos.

As a primary school we must provide RSHE education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## **Delivery of RSHE**

Paulton Infant School aims to teach RSHE in such a way that is consistent with scientific truths, ethical principles, fundamental British values and sound pedagogy. Therefore, some aspects of RSHE are covered in Science lessons, whilst others will be taught within the broader context of our personal, social, health education (PSHE) curriculum.

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***Paulton Infants School***

Last Updated: June 2024

Next Review: June 2026



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We aim to support each child to develop the knowledge, skills and understanding to promote their own mental health and happiness. This also includes spiritual, moral, social and cultural education (SMSC) and explicit teaching about the core British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and
- Tolerance of those with different faiths and beliefs

Our PSHE curriculum is built from the 'Jigsaw Jack' scheme, which is produced by the Jan Level Group. This is a whole school approach which offers a comprehensive Programme for Primary PSHE including Relationships and Health Education.

### **Early Years Foundation Stage curriculum context for learning about RSHE:**

In our Reception classes, children will be taught the concept of male and female in relation to both human and animal bodies. This will also include learning about animal life cycles. Through ongoing PSHE work, children will develop skills to form friendships and develop their understanding of themselves and relationships with others.

### **Key Stage 1 curriculum content for learning about RSHE:**

As part of the Jigsaw Jack scheme, these are the Key Stage 1 outcomes for the topics 'Relationships' and 'Changing Me':

#### **Jigsaw 'Relationships' Y1 Outcomes:**

1. I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.
2. I can identify what being a good friend means to me. I know how to make a new friend.
3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.
4. I know who can help me in my school community. I know when I need help and know how to ask for it.
5. I can recognise my qualities as person and a friend. I know ways to praise myself.
6. I can tell you why I appreciate someone who is special to me. I can express how I feel about them.

#### **Jigsaw 'Changing Me' Y1 Outcomes:**

1. I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK.
2. I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.
3. I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.



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4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private.
5. I understand that every time I learn something new I change a little bit. I enjoy learning new things.
6. I can tell you about changes that have happened in my life. I know some ways to cope with changes.

### **Jigsaw 'Relationships Y2' Outcomes:**

1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family.
2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this.
3. I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.
4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
5. I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.
6. I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.

### **Jigsaw 'Changing Me' Y2 Outcomes:**

1. I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this.
2. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.
3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.
4. I can 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. I can tell you what I like/don't like about being a boy/girl.
5. I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.
6. I can identify what I am looking forward to when I am in Year 3. I can start to think about changes I will make when I am in Year 3 and know how to go about this.

### **Teaching and Learning Strategies**

To support the teaching of RSHE, a range of teaching methods will be used to support children's full participation. These can include media clips, visual aids, whole class discussions, stories, drama and role-play. Teachers will create opportunities for children to work in pairs or small groups, ensuring that everyone has the opportunity to contribute.



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As a school, we learn about relationships within the context of family life ensuring to take care that there is no stigmatisation of children based on their home circumstances. We explore differing family structures to represent our community through various stories and resources. These stories are used to help children develop their emotional literacy whilst supporting them to recognise that all families are different.

Children are entitled to honest answers to their honest questions. Equally, they are entitled to be protected from knowledge that is in advance of their level of development and understanding. As our children are 7 years and under, our team will use all their skills and experience to honour both entitlements. Although they may be of similar age, children develop at different stages, leading to differing types of questions and behaviours. All PSHE and RSHE lessons will be taught by trained staff who have previously established a safe and secure relationship with the children. Therefore, staff will use their professional judgement to respond to these questions, so that children are appropriately informed within a safe learning environment. If a child asks a question that is deemed to be in advance of their level of development, we shall instruct them to ask the question to their parents or carers. We shall also inform parents and carers of the question or interest that the child has shown.

The content of RSHE will be made accessible to all pupils, including those with SEND. Pupils' specific needs may need to be taken into account when regarding discussing sensitive and difficult subjects. The head teacher will discuss with parents as to whether a pupil may be excused. If staff have any concerns regarding the children in their class, they will discuss this with a DSL or SENDCo.

### **Monitoring, Evaluation and Assessment**

Class teachers will be responsible for monitoring pupils' development through our internal assessment systems. There will be no formal examined assessment for this subject.

Examples of monitoring and evaluation will include:

- Assemblies
- Circle times
- Stories
- Pupil Questionnaires
- Parent Questionnaires

All teachers should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Lessons will be planned to ensure that pupils of differing competencies, including the most competent, are suitably challenged.

### **Openness with Parents/Carers and Other Stakeholders**

We wish to build understanding and positive relationships with our parents/carers through cooperation, mutual understanding and trust. We will respond considerately and openly to any comments or questions from parents/carers as and when they arise.



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A hard copy of this policy is provided on request and free of charge to anyone who asks for one. It is also published on our school website.

Relationships Education is now compulsory in all primary schools and aspects will be taught as part of the statutory National Curriculum for Science. Parents and carers **do not** have the right to withdraw their child/children from statutory **Relationships Education** coverage. Parents **do** have the right to request that their child is withdrawn from **Sex Education**.

### **RSHE in Our School**

We acknowledge and understand that everyone in our school community has a responsibility to ensure that each adult and child feels safe, valued, respected and welcome at Paulton Infant School.

The fostering and sustaining of children's self-esteem is an important aspect of the school's ethos set out in the General Aims of the school's General Policy Statement on the Curriculum.

During PSHE and RSHE lessons, children will be reminded to follow our school rules. They are:

1. We use kind hands, feet and words.
2. We use our Gem Powers to help us learn.
3. We respect our school and everything in it.

Martin Cozens (PSHE & RSHE Lead)