



Relationships, Sex and Health Education Policy

Updated / Ratified:	Autumn 2024
Next Review:	Autumn 2027

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1 What is Relationships, Sex and Health Education?

Relationships, Sex and Health Education (RSHE) is an important part of a child's preparation for adult life. All Primary Schools in England are legally bound to teach Relationships and Health Education. It incorporates teaching and learning in the following key areas:

Relationships Education	Health Education	Sex Education
Families and people who know me Caring friendships Respectful relationships Online relationships Being safe Being a citizen	Mental well-being General well-being Online safety and harms Physical health and fitness Healthy eating Drugs, alcohol, tobacco and vaping Health protection and prevention Personal safety Basic first aid Changing adolescent body (puberty for boys and girls)	Growth, change and growing up Life cycles in nature Differences in male and female bodies How babies grow and babies needs Confidence in change and accepting change Conception to birth

RSHE does not stand alone but complements and reinforces teaching and learning across the curriculum, particularly in Personal, Social, Health Education (PSHE) and Citizenship and Science. It also incorporates Spiritual, Moral, Social and Cultural (SMSC) Education, British Values and understanding Protected Characteristics.

2 Aims, Objectives and Rationale

Through our RSHE, PSHE and Citizenship and Science curriculums we aim to teach our children to respect themselves and others and move with confidence from childhood through adolescence into adulthood by preparing them for the opportunities, responsibilities and experiences of adult life. At Brookside we believe that effective relationships, health

and sex education is essential if young people are to make responsible and well-informed decisions about their lives.

This will encompass physical, emotional and moral development alongside mindfulness and awareness of self and others, including accepting and celebrating difference. RSHE has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

RSHE will:

- Provide appropriate information which is easy to understand and relevant and appropriate to the age and maturity of the children
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and development of positive attitude

3 Teaching, Learning and Resources

At Brookside, we use 'Jigsaw: the mindful approach to PSHE' as a basis for our teaching and learning. Therefore RSHE is taught as an integral part of the school's PSHE and Citizenship provision from Foundation Stage to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Within the Jigsaw scheme, the last two programmes of study in each year group have a stronger emphasis on RSHE yet maintain the same teaching structure and spiral curriculum as the rest of the units.

Teaching and learning is also interwoven into our Science curriculum, under the 'Animals, including Humans' programme of study strand. Sometimes RSHE and Science will be taught alongside each other, at other times they will complement or reinforce each other at a different time in the academic year.

As well as Jigsaw, teachers will use Science based resources and CBBC 'Operation Ouch – How are babies made?' series. The range of material used is available to parents/carers to look through if they wish.

RSHE is normally delivered by the class teacher, sometimes in association with the School Health Advisor.

It is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups
- During circle time activities with an emphasis on being safe, raising self-esteem etc
- Using external agencies, such as the School Health Advisor

4 Relationships Education

Relationships Education is statutory. Most of the government expected outcomes (as detailed in the table under section 1) are covered under the 'Relationships' unit of Jigsaw, some of the outcomes are taught elsewhere like in the 'Celebrating Difference' unit to ensure learning is holistic and reinforced throughout the year and across the curriculum.

4.1: Foundation Stage and Key Stage 1

Children are taught:

- What a relationship is, what friendship is, what family means and who the people are who can support them.
- How to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Respect for others, in terms of understanding ones' own and others' boundaries in play, in negotiations about space, toys, books, resources and personal space.
- The features of healthy friendships, family relationships and other relationships thus helping them to recognise any less positive relationships they might encounter.
- The wide range of family compositions in a sensitive manner.

4.2: Key Stage 2

Children are taught:

- Online safety and appropriate behaviour, including content on how information and data is shared and used in all contexts, including online.
- How to cultivate positive relationships and resilience through exploring character traits and positive personal attributes in themselves and others.
- About positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- How to recognise and to report abuse, including emotional, physical and sexual abuse.

5 Health Education

Health Education is statutory. Most of the government expected outcomes (as detailed in the table under section 1) are covered under the 'Healthy Me' unit of Jigsaw, some of the outcomes are taught elsewhere like in the 'Changing Me' unit to ensure learning is holistic and reinforced throughout the year and across the curriculum. It focuses strongly of teaching the characteristics of good physical health and mental wellbeing.

5.1: Foundation Stage and Key Stage 1

Children are taught:

- The benefits and importance of daily exercise, good nutrition and sufficient sleep.
- Language and the knowledge to understand the normal range of emotions that everyone experiences. Thus enabling children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge their feelings and related behaviour.
- Steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene and the prevention of health and wellbeing problems.

- Basic safety at home and out and about including medicine safety, household items and road safety.

5.2: Key Stage 2

Children are taught:

- The positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors, including hobbies, participation on their local community and spending time with others.
- The benefits of rationing time spent online and the risks of excessive use of electronic devices including why social media, computer games and online gaming have age restrictions. Children should be equipped to manage common difficulties encountered online.
- Things which can negatively impact health and wellbeing (such as bullying, poor self-image, loneliness and lack of self-control) and how to deal with such issues.
- The impact on individuals and communities of drugs, alcohol and tobacco alongside personal safety and assertiveness.
- Puberty for boys and girls, including menstruation, is gently introduced from Year 3 and gradually built upon. Knowing how and why the human body changes in preparation for and during adolescence, considering the emotional and physical implications.

6 Sex Education

The Department for Education recommend that all Primary Schools have a programme tailored to the age and the physical and emotional maturity of the children, however, Sex Education is not compulsory.

Most of the outcomes for Sex Education (as detailed in the table under section 1) are covered under the 'Changing Me' unit of Jigsaw. Our Sex Education is closely linked with the 'Animals, including humans' strand of our Science curriculum, which is a compulsory subject. In order to teach this in a scientific manner we have opted to teach 'Conception to birth' in Key Stage 2 within the Science curriculum.

6.1: Foundation Stage and Key Stage 1

Children are taught:

- That growth and change happens to everyone and the stages of growth and change humans go through, exploring associated feelings.
- To identify, name and label the parts of the human body, using correct terminology, and say the basic differences between girls' and boys' bodies.
- Notice that animals, including humans, have offspring which grow into adults. Be able to describe a range of life cycles in nature.

6.2: Key Stage 2

Children are taught:

- The differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- The life process of reproduction in some plants and animals, including humans. How babies are conceived (in scientific terms), grow in the womb and the basics of birth including the needs of babies.
- How to approach changes in life with confidence and acceptance and how to support each other.

7 RSHE and External Links

When working alongside visitors to the school, such as the School Health Advisor, the school will ensure that:

- Visitors are invited to the school because of a particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's RSHE policy and work within it
- All input to RSHE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/ supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning
- The school will continue to liaise with the local secondary schools to ensure that the programme for RSHE is continuous at KS3

8 Partnership with Parents and withdrawal from lessons

Before each 'Changing Me' topic in the summer term, a letter will be sent out informing parents of the RSHE Programme including giving parents an opportunity to view and discuss the human reproduction and puberty materials prior to delivery of the programme. Parents have a right to withdraw their children from RSHE lessons but not from lessons which are taught as part of the Science curriculum.

At Brookside, withdrawal is an option for the second lesson in the Year 4 Changing Me topic as this lesson falls under the remit of Sex Education. In Year 5 and Year 6 parents do not have the right to withdraw their child as we have opted to teach human reproduction within our Science curriculum.

If a parent wishes their child to be withdrawn from Sex Education lessons, they should discuss this with the Head Teacher or PSHE Subject Leader making clear which aspects of the programme they do not wish their child to participate in. Parents wishing to withdraw their child from RSHE will be offered resources for use at home or separate provision can be made according to the child's individual need.

9 Difficult Questions and Sensitive Issues

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Teaching methods take account of the developmental differences of children and provide the potential for discussion on a one-to-one basis or in small groups, including mixed and separate gender.

Teachers are aware of issues that may arise out of teaching and learning about RSHE.

The following are protocols for discussion-based lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen hesitancy when asking questions, children will know this can be anonymous

- Teachers may use their discretion in responding to questions and may say (for example):
 1. The appropriate person to answer that question is the parent
 2. The question can be discussed one to one after class
 3. They will be covering that at a later stage in their RSE

10 Assessment and Evaluation

Assessment of RSHE delivered within the PSHE curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained
- Skills learnt and developed
- Attitudes and values explored
- Responses offered by pupils (including Emotional Literacy)

RSHE that falls within the Science programme of Study will be assessed in line with other aspects of the Science curriculum.

11 Special Needs Provision / Enrichment and Challenge

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as benefiting from further enrichment and challenge.

The school is committed to the provision of RSHE to all of its pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships, Sex and Health Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs are given extra support.

12 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that

all our children matter, and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

13 Policy Review

This policy will be regularly reviewed by the Governing Body and updated in line with Policy Schedule set out by Equals Trust.

This planned programme of review is included in the annual School Improvement Plan, published in the Spring Term of each year.

14 Links to other documentation

The following documents support this policy and should be read in conjunction with this policy:

- DfE Draft Relationships Education, Relationships and Sex Education (SRE) and Health Education in Primary Schools Guidance 2024
- Jigsaw 3-11 Mapping Document
- Brookside Science Intent and Policy
- PSHE and Citizenship Policy