

# Blossom Federation

Daubeney, Sebright and Lauriston



## Federation Relationships, Sex & Health Education (RSHE) Policy

### Relationship, Sex & Health Education Policy Reviews (Version Control)

Review Date	Changes made/Details of action plan	Next Review Due Date	By Whom
	First Published Version	Spring 2018	
Summer 2020	Comprehensive changes made to meet new statutory guidance	Summer 2023	Ms Terry Corpe
May 2021	Updated policy reflecting changes to the curriculum following the pandemic	Summer 2022	Ms Terry Corpe Mr Robin Warren
February 2023	Policy updated to reflect the marriage and civil partnership minimum age act 2022, removal of pandemic changes. Sex Education for Y5 & 6, not Y4.	February 2026	Ms Terry Corpe

## **I. Context**

All schools must have an up to date relationship and sex education policy which should be made available on request. (Our policy is known as the Relationships, Sex and Health Education policy and is referred to as RSHE policy throughout this document.)

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

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the Secretary of State for Education as outlined in section 403 of the [Education Act 1996](#).

At our Federation primary schools, we teach RSHE as set out in this policy.

In line with government guidance the policy must:

- Define Relationship and sex education and the school's underlying belief.
- Describe how the relationship and sex education will be taught within the curriculum and to which year groups this will apply.
- Include information about parent's rights to withdraw children from areas of sex education that are not statutory.
- Be reviewed regularly to ensure it meets statutory guidance.

RSHE is an essential component of the personal, social, health and economic (PSHE) curriculum as well as the science curriculum. Children will learn the importance of healthy relationships, healthy living, keeping themselves safe and about changes that will occur as they mature – this will be taught in a supportive, nurturing environment that takes regard of, and has respect for, the cultural heritage of the children attending our Federation Schools and their individual needs.

RSHE will reflect the values epitomised within the national requirements for PSHE and be taught in the context of relationships. It will have the underlying purpose of educating children to make rational, positive choices with the confidence and self-esteem that will allow them not to succumb to peer-pressure and to keep themselves safe.

Each school uses a programme called Jigsaw to support PHSE and RSHE teaching and learning. The Schools will share the contents of the Jigsaw programme termly with parents, identifying which area each Jigsaw Piece falls into: health, relationship, safeguarding, science or sex education. The Deputy Head of each school will be available to discuss any areas of the RSHE curriculum with parents and if a parent wishes to withdraw their child from the Sex Education content in Years 5 and 6 the Head of School will meet with them to discuss their reasons. They will emphasise the benefits of children being taught sex education in the classroom with their peers rather than hearing about the lessons second hand from the other pupils in the playground.

## **2. Policy Development**

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

1. Review – the Sebright Head of School and PSHE Leads pulled together all relevant information including relevant national and local guidance. Since then, the PHSE Leaders across the schools and the Executive Head Teacher have reviewed information and made some minor changes.
2. Staff conversations – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder conversations – parents and any interested parties were invited to attend a meeting about the policy in each school.
4. Pupil conversations – the PSHE Leads investigated what exactly pupils want from their RSHE
5. The Curriculum and Standards Committee – the Sebright, Head of School attended this committee to discuss changes to the RSHE Policy
6. Executive Head and Heads of Schools – reviewed changes made to the policy
7. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **3. Aims, Objectives and Definitions**

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

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide pupils with the information and skills to which they are entitled
- Enable children to recognise, express and manage their emotional state in all situations
- Provide knowledge and understanding of how to keep safe and be in control of their bodies
- Enable children to understand consent and avoiding being exploited or exploiting others

Through a considerate and nurturing approach which will enable the children to form positive beliefs, values and attitudes that reflect the values and moral outlook of the local, regional and national communities.

RSHE begins informally in the home with parents and is supplemented and supported by the formal education that takes place within the school environment. Through this joint approach and understanding, the Blossom Federation through implementing the statutory requirements of the national curriculum, seeks to augment the spiritual, social and moral education of the children as they grow to become young adults.

#### **4. Content and Organisation**

RSHE will be taught from Nursery to Year 6. We will use materials from our Jigsaw PSHE program. When appropriate children may be taught in classes of their own gender, where necessary, e.g. **Special Educational Needs**, to meet individual children's needs. If necessary, the puberty element of the health or science curriculum will be adapted or if necessary, taught in small groups or one-to-one, but all children will be taught the same content. It will also be delivered before Years 5 or 6 if children start to develop signs of puberty early. There will be opportunities for children to ask questions and teachers will use professional discretion and the national guidelines to ensure that discussions are age appropriate. If a child asks a particularly challenging question, then the teacher will discuss the question on a one-to-one basis and may inform the parents so they can have a discussion at home with their child. If, however, the teacher deems that the answer to the question is not age appropriate (not covered in the primary curriculum) they will explain this to the child and if appropriate talk to the child's parent about the question asked. The child will be informed that their parents will be contacted.

All schools are required by law to teach relationship and health education as well as the following elements of RSHE through the science curriculum & EYFS framework:

#### **EYFS**

##### **Early Learning Goals**

##### **Prime Areas**

- Physical Development – Health & Self-care
- Personal, Social and Emotional Development – self-confidence & self-awareness; managing feelings & behaviour; making relationships

##### **Specific Areas**

- Understand the World – people & communities; the world; technology

#### **Key Stage One**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Year 1 to teach difference between boys and girls, naming body parts penis and vagina.
- Y2, as above but taught bottom, breasts, anus and vulva.
- To notice that animals, including humans, have offspring which grow into adults

- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Key stage Two**

- Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop from babies through puberty and on to old age. Menstruation in girls will be taught in Year 4 and puberty changes in girls and boys in Years 5 & 6.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents

### **5. Sex Education**

The only element of the Jigsaw scheme of work that is considered sex education is taught in Year 5 and 6. All other areas taught fall under relationship, health or science education.

#### **Year 5 Summer 2**

#### **Jigsaw Puzzle 6: Changing Me, 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 way

RSHE lessons provided to Year 6 will include a discussion about child protection and safeguarding in which the issue of FGM (female genital mutilation) is discussed. Lessons across Years 4, 5 & 6 will cover puberty and reproduction including changes to the body during puberty. Lessons will also include different adult relationships including LGBTQ+ relationships. Children will also be taught about inappropriate touching, and being confident to say no. Y5 & Y6 will cover this aspect of the curriculum in a block in Summer Term.

*These discussions are designed to help children prepare themselves for the transition to secondary schools. They are designed to help girls and boys understand their right to be safe and to have the confidence to be in control of their bodies.*

Every child is entitled to receive relationship & health education regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. It is the intention of the Federation's Primary Schools that they meet the statutory guidelines in providing this opportunity equally to all children.

#### **On-Line Safety**

All teachers will read and take into account the DfE guidance: Teaching Online Safety in Schools, June 2019; when planning lessons related to staying safe online and computer technology.

Children will be taught:

- how to keep themselves safe on-line
- using appropriate language when communicating with others on-line and speaking to an adult if they receive inappropriate communications
- accessing age appropriate apps and games

For more information on our PHSE curriculum, see our curriculum map in Appendix I.

### **Laws on Marriage, Civil Partnership & Force Marriage**

The Marriage and Civil Partnership (Minimum Age) Act 2022 comes into force on Monday 27 February 2023. The Act raises the minimum marriage and civil partnership age to 18, removing all consent requirements.

The Act extends existing forced marriage legislation, so it will be an offence to carry out any conduct causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion aren't used.

Our RSHE curriculum will change to reflect this change.

## **6. Roles and Responsibilities**

### **The Governing Board**

The Governing Board approved the RSHE policy, and will hold the Executive Head Teacher and Heads of Schools to account for its implementation.

### **The Executive Head Teacher & Heads of Schools**

The Executive Head Teacher is responsible for ensuring that RSHE is taught consistently across the schools. The Heads of Schools are responsible for managing requests to withdraw pupils from non-statutory components of RSHE (see Procedures for withdrawal, page 5).

### **Teachers and Support 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 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 their Head of School. Staff must not let their personal views and beliefs influence the teaching of RSHE.**

The PHSE Leads alongside the Deputy Heads are responsible for the teaching of RSHE in our schools. They are:

Daubeney	Sebright	Lauriston
Ms Seema Bibi PHSE Lead & Early Years	Mrs Jenni Bird – PHSE Lead Ms Lucie Collins – Deputy Head Teacher	Natasha Wislon PHSE Lead Ms Daljeet Panesar - Deputy Head Teacher

## **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **7. Procedures for Pupil Withdrawal**

In full belief that all children should have equal access to the teaching programme of RSHE - taught as part of PSHE, science and EYFS framework – the schools will inform parents of the contents of the curriculum, including sex education termly via curriculum maps and/or letters. These will be accessible on the individual school’s website. Parents will be invited to come into school to view resources that will be used, especially for sex education, and to ask questions about the content at the beginning of the Autumn term.

**Parents do not have the right to withdraw their children from any part of the relationships and health education, including puberty, or the early years and science curriculum.**

If parents or carers wish for their children to be withdrawn from the sex education element of the programme after attending this meeting, then the following steps must be taken:

- Request to see the school’s Relationships, Sex & Health education policy and schemes of work.
- Ask for an appointment to discuss their concerns with the Head of School, where appropriate the child will be invited to the meeting.
- Following this individual meeting, if the parent or carer still wishes to withdraw their child, they should make a formal request in writing to have their child or children removed from the programme of sex education not covered by the science, relationships or health curriculum.
- No child can be withdrawn without the parent or carer meeting the Head of School.
- If the child is withdrawn they will join another year group during these sessions

## **8. Training**

Staff are trained on the delivery of RSHE as part of our continuing professional development calendar.

The Heads of Schools will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE when appropriate.

## **9. Monitoring and Evaluating**

The delivery of RSHE is monitored by our PHSE Leads and Deputy Heads (see page 5) through:

- Learning walks
- Book looks
- Discussions with pupils
- Display work

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

This policy will be reviewed every three years or if any legal changes are made to the delivery of RSHE. At every review, the policy will be approved by the governing board.



**Links:**

1. [Policy Statement: Sex and Relationship Guidance DFE 2017](#)
2. [DfE Relationships, Sex and Health Education Guidance 2019](#)
3. [Child Protection & Safeguarding Policy](#)
4. [Federation Principles & Behaviour Policy](#)
5. [Jigsaw PHSE Programme](#)
6. [Teaching Online Safety in Schools 2019](#)
7. [Government guidance on forced marriage](#)

**Glossary**

FGM	Female Genital Mutilation
LGBTQ+	Lesbian, gay, bi-sexual and transgender/transsexual, queer plus
PSHE	Personal, Social & Economic Education
RSHE	Relationships, Sex & Health Education

**List of Appendices**

Appendix I: Overview of the RSHE & PHSE curriculum

# Appendix 1

## Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	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
<b>Ages 5-6</b>	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
<b>Ages 6-7</b>	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
<b>Ages 7-8</b>	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
<b>Ages 8-9</b>	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
<b>Ages 9-10</b>	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 SMART 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
<b>Ages 10-11</b>	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 Sexing Transition