

Policy title	Relationships Sex and Health Education Policy
Adapted by	Elin Aherne (PSHE and RSHE Lead)
Policy owner	Robsack Wood Primary Academy

Status	Finalised
Summary of change	New policy

Approval date	3 rd October 2024
Approval authority	Board of Trustees – Education and Standards Committee Chair
Review date	October 2027

Aims

The aims of relationships sex and health education (RSHE) at Robsack Wood Primary Academy are to:

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSHE is underpinned by a clear set of values and principles that complement the academy ethos and are embedded within teaching practice, resources and classroom management of RSHE lessons.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. These are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions.

Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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](#).

At Robsack Wood Primary Academy we teach RSHE within the [Jigsaw](#) Curriculum as set out in this policy. This policy has been developed in consultation with staff, pupils and parents.

Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations.
3. Local Board consultation – The LGB were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents, and any interested parties were invited to attend a meeting about the policy.
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with the Local Board and ratified.

Definition

At Robsack Wood Primary Academy, we teach statutory Relationships, Health and Emotional Education to all pupils. Sex Education is taught in line with the RSHE Curriculum (DFE 2020) and therefore, at Robsack Wood Primary Academy, we teach Sex Education in addition to what is taught in the Science curriculum.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set and follows the **Jigsaw** scheme but is under constant review to ensure that that high quality teaching and learning reflects the needs of all pupils within our academy.

We have developed the curriculum in consultation with our stakeholders taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings in puberty
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map available on our website.

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum; known at Robsack Primary Academy as '**Jigsaw**'.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

Sex education focuses mainly on the following points:

1. Using the correct terminology.
2. Puberty.
3. How a baby is conceived (Year 6).

Statutory biological aspects of RSHE are taught within the science curriculum. Pupils will also receive sex education sessions delivered by the class teacher as part of the **Jigsaw** curriculum. This has been carefully designed and is a mindful approach to PSHE/RSE, bringing together personal, social, health education. Emotional literacy, social skills and spiritual development in a comprehensive scheme of work.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities Governance

The Local Board will receive updates from the Principal regarding the implementation of this policy. The Board of Trustees has delegated the approval of this policy to the Principal.

The Principal

The Principal is responsible for ensuring that RSHE is taught consistently across the academy and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

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

All staff are responsible for teaching RSHE at Robsack Wood Primary Academy. 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 the Senior Leadership Team.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Staff will ensure that all pupils are supported to feel safe and confident to engage in learning and discussions.

All classrooms have a Worry Box and a Question Box/Ask it basket in order to support pupils to confidently ask questions and raise concerns.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided for pupils.

Any concerns that arise during RSHE lessons will be dealt with in line with the Academy Safeguarding Policy.

RSHE Parent Communication

At Robsack Wood we value the opinions and concerns of our parents, carers and the wider Academy community. Therefore, every year in Term Five, parents will be invited to a meeting for their child's year group where the RSHE curriculum will be shared and there will be opportunity for questions and discussion around these sessions. These will be led by the Principal, RSHE Lead and Class Teachers. A letter will also be sent to all parents in year groups covering non-statutory RSHE lessons in term 4 (see [Appendix 2](#)).

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. Requests for withdrawal should be put in writing using the form found in [Appendix 1](#) of this policy and addressed to the Principal. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The Principal and Senior Leadership Team will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Monitoring arrangements

The delivery of RSHE is monitored by Elin Aherne (PSHE / RSHE Subject Lead) as well as other members of the Senior Leadership Team. Monitoring will take place in the form of learning walks, planning and book scrutinise and pupil voice activities.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Local Board annually. At every review, the policy will be approved by the Principal.

Appendix 1: Parent form: withdrawal from sex education within RSHE

Please use the form below annually if you wish to withdraw your child from the non-statutory aspects of the RSHE curriculum at Robsack Wood Primary Academy. Requests should be submitted to the academy office FAO: The Principal.

TO BE COMPLETED BY PARENTS / CARERS ANNUALLY			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/ Carer signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	
Principal Signature	

Appendix 2: Parent Letter:

Dear Parents and Carers,

This school year we have been implementing the RSHE (Relationships, Social and Health Education) Programme across our school called Jigsaw, the mindful approach to PSHE (Personal, Social and Health Education)

The lessons since September, have built children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. We are sure you will have heard about the Jigsaw Friends and Calm Me time.

The Summer Term Puzzles (units) are about Relationships (unit 1) and Changing Me (unit 2).

The Changing Me Puzzle includes, in every year group, 2 or 3 lessons to help children understand the changes puberty brings and how human reproduction happens. There is a very serious safeguarding aspect to this work and obviously the younger year groups are not looking at these issues directly and explicitly but rather learning correct terminology for body parts and doing the foundation work for later year groups. The Years 5 and 6 lessons look more fully at puberty and human reproduction.

As the materials are new, we warmly invite you to attend a session at school in which we will give you a transparent and comprehensive picture of what we are planning to teach in which year groups.

Date Tuesday 1st April 2025 Time 3:30 Venue: Main Hall

We hope you will be in agreement with us that this work is vitally important for children, that it needs to be done age-appropriately and that the Jigsaw Programme gives us a secure framework in which to do this.

However, we do as always want to work in partnership with parents and carers, and also wish to inform you of your legal right to withdraw your children from some aspects of this work. Relationships Education and Health Education are statutory for all primary schools but we would value the opportunity to share these statutory requirements with you so you are clear about the curriculum we intend to teach the children, why we feel this is so important, and also the aspects parents have the right to withdraw their children from.

We hope you, like us, will see the materials in Jigsaw as educationally sound and beneficial to our children, helping to safeguard them, and will look forward to sharing them with you and answering any questions you may have.

Yours sincerely,

Elin Aherne (Subject lead for PSHE and RSHE education)

Appendix 3: End of Primary Phase Statutory RHE Outcomes

Topic	Pupils should know...
Families and people who care about 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 academy 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 • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in academy 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 • 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 <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

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, including the importance of respect for others online including when we are anonymous • 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
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 • 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, academy and/or other sources

Appendix 4: RHE Jigsaw Learning Outcomes- Early Years Foundation Stage ((N.B. Learning intentions are interwoven throughout the EYFS curriculum and support Personal Social Emotional outcomes)

Being Me in My World

- I understand how it feels to belong and that we are similar and different
- I can start to recognise and manage my feelings
- I understand why it is good to be kind and use gentle hands

Celebrating Differences

- I can identify something I am good at and understand everyone is good at different things
- I understand that being different makes us all special
- I know we are all different but the same in some ways
- I can tell you how to be a kind friend
- I know which words to use to stand up for myself when someone says or does something unkind

Dreams and Goals

- I can use kind words to encourage people

Healthy Me

- I understand that I need to exercise to keep my body healthy
- I understand how moving and resting are good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices
- I know how to help myself go to sleep and understand why sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approaches me

Relationships

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

Changing Me

- I can name parts of the body
- I can tell you some things I can do and foods I can eat to be healthy
- I understand that we all grow from babies to adults

