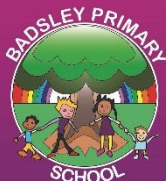


BADSLEY PRIMARY SCHOOL



RHSE Policy

Policy Date	06.12.23	Review Date	06.12.24
GB Responsible		Written by	E. Platts
Approved		Website	



Growing Together; Aiming High



Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.
Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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1. Curriculum intent, aims and drivers

Curriculum intent

Relationships, Health and Sex Education (RHSE) is about empowering children with the knowledge to make informed decisions about their well-being, health and relationships. RHSE is about understanding the importance of stable, loving, healthy and respectful relationships and the value of these relationship qualities within family life and wider society.

At Badsley Primary School, RHSE is taught at an age-appropriate and developmentally appropriate level, sensitively and inclusively with respect to the backgrounds and beliefs of all. Loving and caring aspects of relationships of all kinds are emphasised and we would share individual issues raised with parents and carers as they arise.

This policy is compliant with the following guidance:

- DfE 'Relationships Education, Relationships and Sex Education (RHSE) and Health Education statutory guidance (February 2019)
- DfE 'Science programmes of study: key stages 1 and 2' (2014)
- DfE 'Statutory Framework for the Early Years Foundation Stage' (2017)

"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

Aims

Following guidance produced by the DfE (2019) Badsley Primary school ensures that Relationships Education, Health and Sex Education is carefully designed to safeguard and support all pupils. As a school we are clear on the themes and issues it should cover and that it is age-appropriate; building knowledge and life skills over time in a way that prepares individuals for issues they will soon face including:

- different types of relationships, including friendships, family relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent
- how relationships may affect health and wellbeing, including mental health
- To understand the function of body parts and correct terms for these parts

- To help young people move with confidence from childhood to adolescence and beyond
- To develop confidence in discussing relationships including the development of positive attitudes towards self and others with differing views
- To recognise the value of family life and stable, loving and respectful relationships as key building blocks to community and society
- To learn the value of respect, care and self esteem
- To provide opportunities to explore issues relating to emotional, physical and moral development in a safe and secure environment
- To gain a biological understanding of reproduction
- To enable pupils/students to effectively communicate about issues associated with relationships, including intimate relationships
- To understand the responsibilities of safe relationships

Ultimate End Goal

Children will leave Badsley Primary School prepared for life in modern Britain. They will understand the rule of law, individual liberty, democracy and tolerance and respect for all others and themselves. They will celebrate uniqueness and be proud of themselves as individuals. Most of all they will have learnt to always be themselves and be proud of who they are.

Curriculum Drivers

Our curriculum is built on our Key Drivers:

- ***Oracy***
- ***Aspiration***
- ***Equality and Diversity***
- ***Experience***
- ***Curiosity and Discovery***

To ensure our curriculum offers enrichment, these drivers underpin everything we do in all areas of school life. These form the foundations of our curriculum and are threads throughout our teaching including the teaching of pupils' spiritual, moral, social and cultural (SMSC) development and the teaching of British Values.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Our RHSE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

3. Roles and responsibilities

The RHSE lead is E.Platts. They are responsible for ensuring the policy is up to date and reviewed. The PSHE subject team meet regularly to discuss statutory RHSE updates and to ensure that the staff team are kept up to date.

The governing board, curriculum strategic lead (S.Hawkins) and headteacher (M.Windle) ensure that the policy is in place, up to date, reviewed and being adhered to in school.

All teaching staff are responsible for delivering the content outlined in this policy.

4.Organisation and Planning

At Badsley Primary School, the **Jigsaw** scheme of work is used to deliver statutory Relationships and Sex Education. This is adapted by class teachers to ensure that learning is both age and developmentally appropriate for all children, including those with special educational needs. In addition, outside agencies and professionals are invited into school to lead assemblies and workshops with classes/groups of children.

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum and will help children learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Badsley Primary School we allocate one session per week to PSHE in order to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes. The PSHE lead supports with teaching and learning where possible when requested by class teachers. This enables them to have the confidence to teach PSHE themes in future.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education which is available on request.

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.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

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 way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education and is available on request.

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'.

"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 Badsley 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), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact Miss E Platts through class dojo or by contacting the school office.

It is acknowledged that as Relationships, Health and Sex Education deals with some sensitive issues, the following points are important:

- Clear ground rules will be established prior to discussions in RHSE sessions to ensure that appropriate boundaries are set and that no pupil feels embarrassed or uncomfortable about the topics being discussed.
- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home. Badsley Primary

School promotes the NSPCC 'PANTS' rule which is shared with parents/carers and children. Our school uses the terminology 'private parts' to refer to any body part covered by underwear or swimwear. This is universal language used throughout the school. However, the correct terminology for body parts covered by underwear will be used during science and puberty sessions.

- Other issues may arise. Appropriate questions will be answered honestly and openly. Whether this is within a class or on an individual basis will be dependent on the situation. Questions will always be answered sensitively and, where appropriate, PSHE team support will be provided. Some questions may need to be answered at a later date due to staff needing to seek support from colleagues or to research a subject; if this is the case then this will be discussed honestly with the children and they will be provided with a day and time when their question will be answered.

Badsley Primary school believes that the responsibility for planning and delivering this area of the curriculum lies firmly with the teaching staff. RHSE is taught by classroom teachers, sometimes supported by classroom assistants /support staff and occasionally the school nurse or quality assured visiting speakers. 1:1 sessions will be provided for individual children as needed.

When external agencies are invited in to school to enhance the RHSE curriculum, the guidance 'Visitors Policy' is used to ensure the input meets the needs of the school and the children, is good practice and is also in line with this RHSE policy.

It is recognised that some staff may find it uncomfortable, and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, training or team teaching.

Training for those delivering this area of work is offered via the Rotherham Healthy Schools Team, and staff will be given the opportunity to access it where appropriate.

Parents and governors are welcome to view the Scheme of Work and any resources used and to discuss their use with the teaching staff.

Resources

A range of teaching resources will be used to enhance children's learning experiences and encourage active participation. This includes the use of resourcing websites, case studies, research, videos, small group discussion and, where appropriate, guest speakers, outside agencies and workshops. Teaching staff will use the Rotherham PSHE scheme of work as a guide when preparing both age and developmentally appropriate resources that are high quality and reflect society in modern Britain.

Parental Rights

At Badsley 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), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order

to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

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Information is shared with new parents/carers to school in September. Parents are invited to attend a consultation about statutory RHSE and their feedback is welcomed and appreciated. Parents and Carers can request to discuss lessons with class teachers, the PSHE lead and SLT, they are also welcomed into school to discuss concerns, share thoughts and to view resources.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in the school's SEND policy.

6. Monitoring Arrangements

Relationships, Health and Sex Education is monitored by the PSHE team through lesson planning, learning walks, classroom observations, collection of pupil voice and work scrutiny. RHSE is also monitored with the strategic curriculum lead during internal deep dives. At Badsley Primary School, the PSHE team leader is Miss E Platts.

Assessments are completed at the end of each puzzle piece in jigsaw using teacher judgement and a simple one, two or three tick method. One = very little understanding, Two = beginning to understand, three = full understanding and four = greater depth of understanding.

This policy will be reviewed as stated on the front of the policy by the Subject Lead in consultation with the Headteacher and Senior Leadership Team. At every review, the policy will be shared with the full governing board.

Professional Development

Every effort will be made to ensure that teaching staff delivering Relationships, Health and Sex Education have access to appropriate training; this may include input by the Rotherham School Improvement Team, internal training by the PSHE team or from the PHSE Association.

7. Links with other policies

- PSHE curriculum policy
- EYFS policy
- SEND policy
- Anti-bullying policy
- Behaviour policy
- Curriculum policy