



PSHE including Sex, Relationships and Health Education Policy

Key Document Details

School Name: The Croft Primary School

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1. Intent

In PHSE our intent as a whole is to equip every child with the skills to navigate the modern world around them: developing a holistic set of values; an understanding of healthy relationships; to be able to articulate their feelings and emotions and understand how to lead a healthy lifestyle. The teaching of values is intertwined across our curriculum, recognising our diverse school community and giving children the skills for life.

The specific aims of relationships, sex and health education (RHE) at our school 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop self-confidence and self-responsibility
- Create a positive culture around different types of relationships
- Develop the ability to form good relationships such as friendships
- Learn to respect the similarities and differences between people
- Provide children with the strategies and tools needed in order to understand and manage the range of their emotions

RHE is embedded in and relates to the whole school intent:

At The Croft Primary School we aspire for children to “Make the Most of their Potential” and specifically our whole school values intent:

Values-Based Intent: to develop Proud Citizens

Our intention is to embrace and develop a shared set of values in our children, recognising and building on our diverse school community and preparing them for life in an ever-changing, modern world.

2. Statutory requirements

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

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

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Croft Primary School we teach RHE as set out in this policy.

3. 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 engagement – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder engagement – parents and any interested parties were invited to offer feedback about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

PSHE (which includes Relationships and Health Education) is taught regularly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

Specifically, RHE is about the emotional, social and cultural development of pupils, and involves learning about different types of relationships, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information and exploring issues and values.

RHE is not about the promotion of sexual activity, promotion of any particular sexual orientation or belief or influencing children's choices.

5. Curriculum and Delivery of Relationship and Health Education (RHE)

Our curriculum is set out as per Appendix 1(a-d) but we may need to adapt it as and when necessary.

We recognise that Relationships and Health Education is a highly sensitive subject but we firmly believe that effective RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain a range of relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

We use relationships and health education to inform children about a range of issues. We do this with regard to matters of acceptance, morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and health education. RHE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

Teaching Sensitive and Controversial Issues

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political, faith based or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RHE related issues are varied. While personal views are respected, all PSHE and RHE issues are taught without bias using Jigsaw. Discussion and questioning is encouraged in the teaching of PSHE and RHE however, if pupils ask questions outside the scope of this policy but closely related to the content of the lesson, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If any questions are asked that are not related to the content of the lesson and are not age appropriate (as prescribed by this policy), the teacher will talk to individual parents so that they are able to make a choice to discuss the question with their child at home or not.

For more information about our curriculum, see our curriculum map in Appendix 1a -1d.

Statutory Teaching:

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are combined with the science curriculum, and other aspects are included in religious education (RE). Pupils also receive age appropriate lessons on the differences between boys and girls and puberty.

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

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RHE curriculum, see Appendices 1a-d and 2.

6. Roles and responsibilities

6.1 The local board of governors

The local board of governors have approved the RHE policy, and hold the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for ensuring that RHE is taught consistently across the school

6.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Informing DSL / DDSL of any safeguarding concern/s arising from teaching RHE as per the Child Protection and Safeguarding Policy.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Principal.

6.4 Pupils

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

7. Parents' & Carers right to withdraw

Relationship and Health Education is a **compulsory part** of the primary curriculum, parents/carers may only withdraw their child / children from the parts of the curriculum which are not included in the statutory National Curriculum for Science or Relationship and Health Education.

On the whole, everything that is taught in the Jigsaw curriculum covers statutory content and is therefore a compulsory part of the primary curriculum. Appendix 1b shows the statutory lessons from the Changing Me units that look specifically at Health and Relationship Education in the

context of looking at changes to the human body as humans grow. Appendix 1c details explicitly where these statutory lessons fit within the Science and/or RHE curriculum.

However, in the KS2 units there are some lessons that cover non-statutory content (detailed in Appendix 1d). At The Croft Primary School, we feel that this additional content is important in assisting children in their transition towards secondary school as it effectively supports their ongoing emotional and physical development. We also feel that the additional non-statutory content further safeguards children from sexual harassment and abuse.

Please note; unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Parents & carers will be notified in advance when non-statutory content (Appendix 1d) is planned to be taught and parents will be given the opportunity to request that their child is withdrawn from these lessons.

8. Training

Staff are trained on the delivery of RHE and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE as required.

9. Monitoring arrangements

The delivery of RHE is monitored by the Principal, Assistant Principal/SENCO through planning scrutinies, learning walks, lesson observations and collection of sample work.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil Voice and teacher evaluation.
- Staff meetings to review and share experience.
- Termly book look of the whole school Big Floor book as well as work in children's topic books.

Pupils' development in RHE is monitored by class teachers.

10. Inclusion of pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. At The Croft Primary School, we feel this is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils at the school. We believe that high quality teaching (that is differentiated and personalised) will be the starting point to ensure accessibility of the RSE curriculum for all children at the school.

Appendices

Relationships and health education curriculum map

Appendix 1a: Long Term PSHE plan (Jigsaw) <https://www.jigsawpshe.com/>

Term	Puzzle Name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2:	Changing Me**	Includes Health and Relationship Education in the context of looking at changes to the human body as humans grow.

Appendix 1b: Details which part of the Changing Me Jigsaw units are statutory (included in the Science Curriculum and/or RHE Statutory guidance) and Non-Statutory unit (covered in the Jigsaw scheme of work but parents/carers have the right for their children to opt-out of these session)

<u>Year Group</u>	<u>Statutory (either Science Curriculum or RHE Guidance)</u>	<u>Non-Statutory (Parents have right to opt-out)</u>
1	Piece 1,2,3, 4, 5, 6	
2	Piece 1,2,3, 4, 5, 6	
3	Piece 1,2, 5 and 6	Piece 3 & 4
4	Piece 1,4,5 and 6	Piece 2,3
5	Recap Piece 2 & 3 from Year 4 and Piece 1,2,3,5 and 6	Piece 4

6	Piece 1,2,4,5,6	<i>Piece 4 from Year 5</i> and Piece 3
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Appendix 1c: **The table below shows the statutory lessons from the Changing Me units that look specifically at Health and Relationship Education in the context of looking at changes to the human body as humans grow. In *italics* is how this links to the statutory requirements of the Science Curriculum and/or the RHE Statutory guidance

Year Group	Piece Number and Name	Learning Aims
1	Piece 4 Boys' and Girls' Bodies	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify parts of the body that make boys different from girls and use the correct name for these: penis, testicles, vagina <i>Respect my body and understand my parts</i> <p><u>Science National Curriculum Link:</u></p> <ul style="list-style-type: none"> <i>identify, name, draw and label the basic parts of the human body</i>
2	Piece 4 Boys' and Girls' Bodies	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct name for parts of the body: penis, testicles, vagina and appreciate that some parts of the body are private <i>Tell you what I like/don't like about being a boy/girl</i> <p><u>Science National Curriculum Link:</u></p> <ul style="list-style-type: none"> <i>Building on prior learning from year 1 (see above)</i> <i>notice that animals, including humans, have offspring which grow into adults</i>
3	Piece 1 How Babies Grow	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Understand that in animals and humans, lots of changes happen between conception and growing up and that usually it is the female that has the baby <i>Express how I feel when I see babies or baby animals</i> <p><u>Science National Curriculum Link:</u></p> <ul style="list-style-type: none"> <i>Building on prior learning from year 1 and 2 (see above)</i> <i>notice that animals, including humans, have offspring which grow into adults</i> <i>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>
	Piece 2 Babies	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow <i>Express how I might feel if I had a new baby in my family</i> <p><u>Science National Curriculum Link:</u></p> <ul style="list-style-type: none"> <i>Building on prior learning from year 1 and 2 (see above)</i> <ul style="list-style-type: none"> <i>notice that animals, including humans, have offspring which grow into adults</i> <i>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>

5	Piece 2 Puberty for Girls	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain how a girl’s body changes during puberty and understand the importance of looking after ourselves physically and emotionally <p>Moved from the Year 4 Jigsaw Programme in response to the statutory guidance:</p> <ul style="list-style-type: none"> • <i>Understand that puberty is a natural process that happens to everybody and that it will be ok for me</i> <p><u>RHE Statutory Guidance Link:</u> <i>Changing adolescent body</i> <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i> <i>about menstrual wellbeing including the key facts about the menstrual cycle.</i></p> <p><u>Science National Curriculum Link:</u> <i>describe the changes as humans develop to old age.</i></p>
	Piece 3 Puberty for Boys and Girls	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Describe how boys’ and girls’ bodies change during puberty • <i>Express how I feel about the changes that will happen to me during puberty</i> <p><u>RHE Statutory Guidance Link:</u> <i>Changing adolescent body</i> <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i> <i>about menstrual wellbeing including the key facts about the menstrual cycle.</i></p> <p><u>Science National Curriculum Link:</u> <i>describe the changes as humans develop to old age.</i></p>
6	Piece 2 Puberty	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after ourselves both physically and emotionally • <i>Express how I feel about the changes that will happen to me during puberty</i> <p><u>RHE Statutory Guidance Link:</u> <i>Changing adolescent body</i> <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i> <i>about menstrual wellbeing including the key facts about the menstrual cycle.</i></p> <p><u>Science National Curriculum Link (recap and building on prior learning from Year 5):</u> <i>describe the changes as humans develop to old age.</i></p>
	Piece 4 Boyfriends and girlfriends	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand how being physically attracted to someone changes the nature of the relationship • Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this <p><u>RHE Statutory Guidance Link:</u></p>

		<ul style="list-style-type: none"> • <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships</i>
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Appendix 1d – Changing Me Unit of work that are taught through Jigsaw but are Non-statutory (optional for parents & carers to opt-out)

Year 3

3. Outside Body Changes	<p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p>	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4. Inside Body Changes	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p>	I recognise how I feel about these changes happening to me and know how to cope with these feelings

Year 4

2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty

Year 5

4. Conception	<p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p>	I appreciate how amazing it is that human bodies can reproduce in these ways
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Year 6

3. Babies: Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
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Appendix 2: Relationship Education Statutory Expectations (full guidance can be found at [follow link](#))

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 school 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

TOPIC	PUPILS SHOULD KNOW
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 school 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 • The importance of permission-seeking and giving in relationships with friends, peers and adults
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 or feeling bad about any adult • 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, school and/or other sources

Appendix 3: Health Education Statutory Expectations

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33 • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.