



PSHE including Relationships, Health and Sexual Education policy (from 2021)

Key Document Details

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1. Aims and intent

PSHE intent:

The PSHE curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) we will provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils which underpins the school's Christian values of: honesty, respect, kindness, confidence, courage and forgiveness, and prepares them for the opportunities and responsibilities and experiences for later life as well as articulate this using a wide range of accurate vocabulary.

The aims of relationships and sex education (RHSE) 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 which also links to our schools Christian values (respect, kindness, confidence, forgiveness, honesty and courage.)
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To enable the children to discuss confidently and openly about their concerns.

2. Statutory requirements

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

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'.

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'.

In teaching RHSE, 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 The Manor we teach RHSE 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 – The PSHE and RE school leaders will work together to review and adapt policies in accordance with national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to view resources and discuss lesson content with PSHE lead the week before RSE will begin in term 6 (a letter is sent out from the PSHE lead to invite parents from every year group to inform them)
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, 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
- How a baby is conceived and born

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

6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, however the topic of reproduction is only taught through PSHE.

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

RHSE is taught at The Manor using and following the approved Jigsaw Scheme of work for PSHE. For more information about our RHSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHSE

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

The following staff members are responsible for teaching RHSE:

Tara Smith EYFS

Pam Seymour Year 1/2

Meabh O'Kane Year 1/2

Grace Pepper Year 3/4

Kate Andrews Year 3/4

James Summerson Year 3/4

Danni King Year 5

James Gilbertson Year 6

Claire Swinmurn Year 6

Donna Blackey HLTA

Michelle Wells HLTA

Tammi Milsom MFL/PPA Teacher

7.4 Pupils

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

8. Parents' right to withdraw

From September 2020, when Relationship and Health Education becomes 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.

We recognize that sex education is not compulsory in primary schools, however we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to secondary school. Sex and health education content is taught in Years 4,5 and 6, as recommended by the department for education. The main objectives include:

Please note the content in blue is statutory and the content in red is non-statutory, for more information on our curriculum please see appendix 1.

That said we understand and respect parent's rights to withdraw from all or part of sex education however there is no right to withdraw from relations education or health education.

Year 4	Having a baby	The choice to have a baby, the parts of men and women that make babies – and in simple terms – how this happens (animation used – the female reproductive system)
	Girls and Puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the female reproductive system)
Year 5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used the female reproductive system)

	Puberty for boys	Developing understanding of changes for both sexes – reassurances and exploring feelings (animations used – the male reproductive system)
	conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used the female and male reproductive systems)
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the female and male reproductive systems)
	Girl talk / boy talk	A chance to ask questions and reflect (Single Sex) (animations used – the male and female reproductive systems)
	Conception to birth	The story of pregnancy and birth (animations used – the female and male reproductive systems)

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by Tara Smith (PSHE Lead) and Hannah Gordon (headteacher) through: Learning walks, floor book looks and pupil voice.

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

This policy will be reviewed by Tara Smith. At every review, the policy will be approved by Hannah Gordon.

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 2	<ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life 	<p>Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos:, series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.</p> <p>Life cycle cards, Body parts cards, PowerPoint of body parts, PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals,</p>
Year 2	Summer 2	<ul style="list-style-type: none"> I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I understand there are different types of touch and can tell you which ones I like and don't like I can identify what I am looking forward to when I move to my next class 	<p>Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes , PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.</p> <p>PowerPoint - young to old, Photos from home, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (</p> <p>Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy)</p>

Year 3	Summer 2	<ul style="list-style-type: none"> • I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • I understand how babies grow and develop in the mother's uterus • I understand what a baby needs to live and grow • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • 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 • I can start to recognise stereotypical ideas I might have about parenting and family roles • identify what I am looking forward to when I move to my next class 	<p>Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint of baby animal pictures, Jigsaw Jino, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.</p> <p>Baby PowerPoint slide,</p> <p>Set of Body Change cards, PowerPoint slides: Body Changes, My Life, My Changes' sheet,</p> <p>PowerPoint slides: Body Changes from Piece (lesson) 3, PowerPoint slides: Changes on the inside, Animations (moving diagrams): Male and Female Reproductive Systems, 'The Great Growing Up Adventure' sheet</p>
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Year 4	Summer 2	<ul style="list-style-type: none"> • I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm • I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby • 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 know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class 	<p>Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.</p> <p>Jigsaw Jaz, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides,</p> <p>a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort</p> <p>Emotions cards, PowerPoint slides of environmental change ,</p> <p>The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw Jaz's post box, Circle of Change templates</p>
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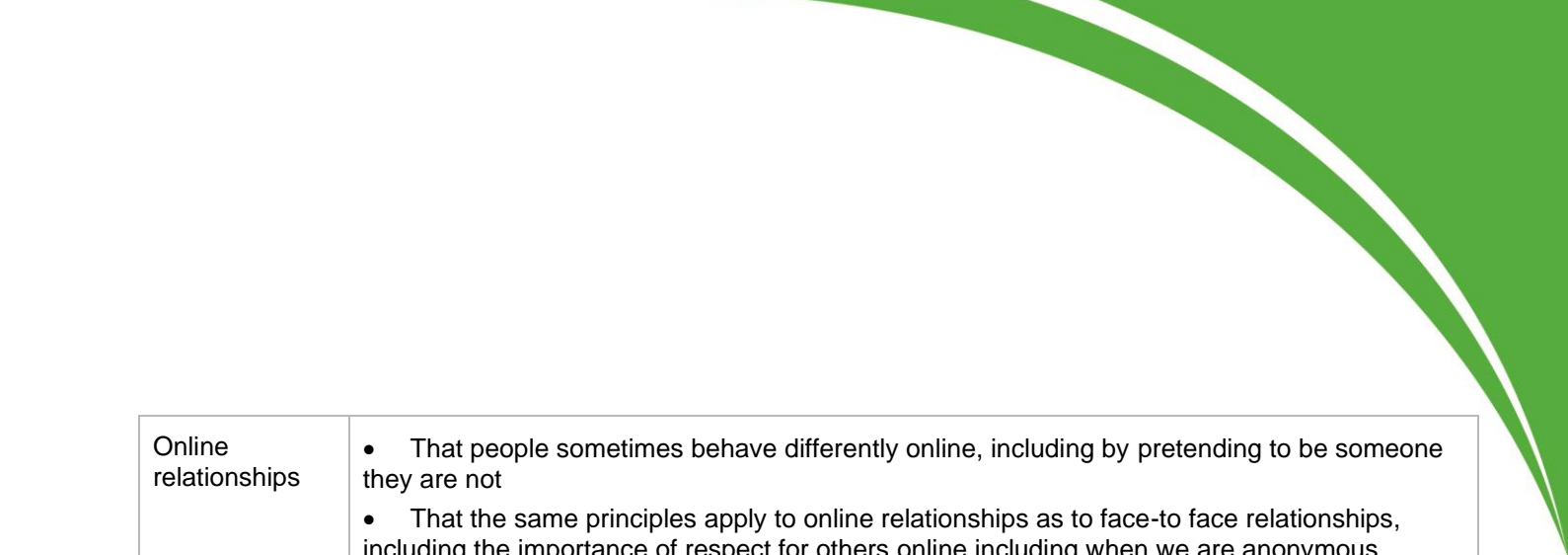
Year 5	Summer 2	<ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I move to my next class. 	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Self-image cards, Emoji face classroom labels, Airbrushed images (teacher sourced), PowerPoint slide 'Self-image prompts', Frame card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.</p> <p>'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards</p> <p>Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 9 cards, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards,</p> <p>Selection of pages from teen magazines,</p>
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Year 6	Summer 2	<ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. 	<p>Classroom labels (letter A- D), 'Time and Money' PowerPoint slides, Facts About Fashion PowerPoint slide, Jigsaw Chime, 'Calm me' script, Flip chart and pens, Unhelpful/helpful resource, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.</p> <p>Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides: female and male body changes, Animation: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Boy worries / Girl worries cards, Teacher notes page (Boy/Girl worries), Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness), PowerPoint slides of a baby developing in the womb, A set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template</p> <p>Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up, PowerPoint slides 'Ideal bodies', 'Real' self/'ideal' self templates</p>
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 	

EYFS	Summer 2	<ul style="list-style-type: none"> • 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 • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception 	<p>Book: 'Look Inside Your Body' by Louie Stowell</p> <p>Jigsaw Jenie</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>Jigsaw Song sheet: 'Make a Good Decision'</p> <p>Selection of pictures that show healthy/less healthy activities/food</p> <p>Jigsaw Song sheet: 'A New Day'</p> <p>Book: 'Tell Me What It's Like To Be Big', by Joyce Dunbar</p> <p>Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood</p> <p>Picture cards showing different developmental stages of life ranging from baby to elderly (</p> <p>Book: 'The Huge Bag of Worries' by Virginia Ironside</p> <p>Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood</p> <p>Book: 'The Very Hungry Caterpillar', by Eric Carle</p>
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Appendix 2: By the end of primary school pupils should know

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
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

To be completed by parents	
Date:	
Name of child and Class	
Which non-statutory lessons would you like your child to be withdraw from? (please refer to policy pages 4 and 5)	
Any other information you would like the school to consider:	
Parent Signature	