



Relationships, Sex and
Health Education (RSHE)
Policy

Homerswood Primary
and Nursery School

Ratified : March 2024

Review : March 2026

Relationships, Sex and Health Education (RSHE) Policy

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1. Introduction

This policy covers Homerswood Primary School's whole school approach to Relationships, Sex and Health Education (RSHE).

Relationship, Sex and Health Education at Homerswood Primary School enables pupils to learn about personal, social, moral and emotional development. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and encourages mutually respectful relationships and empathy for others. It empowers them to take responsibility for their sexual health and physical and mental wellbeing.

2. Aims

RSHE at Homerswood is a whole school approach and is inclusive of all pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. We have a commitment to ensure that our curriculum is relevant to all pupils and is taught in a way that is age appropriate.

The aims of Relationship, Sex and Health education (RSHE) at Homerswood Primary School are to:

- develop pupils' confidence, self-worth and understanding needed to make responsible decisions about their own health and wellbeing
- enable all children to discuss their feelings, attitudes and relationships in a safe, supportive and non-discriminatory environment
- deliver factual strands of sex education within the context of education about positive family relationships and at a level appropriate to the children's needs and understanding
- prepare children for the physical and emotional changes that come with puberty
- work in close partnership with parents in order to best meet the needs of their children
- develop children's respect, tolerance and appreciation of others
- safeguard all children from any aspect of abuse or exploitation both now, through their education and in the future

3. Statutory Requirements

3.1 Statutory Relationships and Health Education

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.

DfE Guidance p.8

3.2 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.

At Homerswood School, puberty is taught as a statutory requirement of Health Education. We conclude that sex education refers to Human Reproduction, this will be taught as part of the national curriculum for science and in the Changing Me Unit (Years 4-6). **See Appendix A for full Jigsaw Overview Map**

(Currently awaiting new guidance from DfE following consultation period May-July 2024).

4. Policy Development

Staff, governors and parents were consulted about this policy and the contents of the schemes of work.

5. Curriculum

5.1 Intent (Why are we teaching RSHE)

“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” Department for Education (DfE)

Our intent for the RSHE curriculum is for our pupils to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. With this in mind, our school intends to use the Jigsaw scheme of work and resources to ensure we offer a relevant, broad, vibrant and statutory compliant curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations. The knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

Our whole school approach to RSHE is in line with the recommendations of the National Curriculum and the requirements outlined in the PSHE Association Programme of Study.

5.2 Implementation (How will it be taught)

At Homerswood, our RSHE curriculum will be delivered using The Jigsaw scheme of work. The Jigsaw scheme of work offers a comprehensive programme of study for Primary Relationships and Health Education. It is a progressive and fully planned scheme of work which builds on children's prior knowledge and gives children relevant learning experiences to help them understand their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

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.
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.

See Appendix A for full Jigsaw Overview Map by year group.

Every lesson has two Learning Intentions, one specific to Relationships and Health Education and the other designed to develop emotional literacy and social skills. Each year group studies the same unit at the same time (at their

own level), building sequentially through the school year, supporting whole school learning themes.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England). Lessons are split into 6 parts, all of which are included in every session to ensure that the learning follows the optimum progression.

Class teachers are responsible for the delivery of RSHE to their class.

A teacher may wish to involve other appropriate professionals such as the school nurse to deliver the session.

Sex Education will also be delivered through the Science Curriculum – Life Processes including reproduction, puberty and life cycles.

5.3 Impact (Evaluation and assessment)

Teachers will have a clear overview of what is being taught and what the children are working towards. Assessment is both formative and summative.

Each individual lesson plan states the two learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term

Activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, ageappropriate manner. It also allows children in KS1 and KS2, the opportunity to identify areas for self-improvement. To support teachers in tracking each child, there are pupil progress tracking sheets.

As Jigsaw PSHE is a whole-school approach rather than simply a lesson-a-week Scheme of Work, there are numerous layers built in that develop a sense of belonging and community.

6. Inclusion

The curriculum is taught in an age-appropriate way that ensures it is accessible for all, in line with the Homerswood Inclusion Policy.

7. Working with parents/carers

'All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when.' (DfE Guidance, p17)

Successful teaching of RSHE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

8. Parents' Right to Withdrawal

Parents/carers 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

Parents/carers do not have a right to withdraw their child from Relationships Education or from Health Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

We conclude that sex education refers to Human Reproduction and therefore inform parents of their right to request their child to be withdrawn from the lessons that teach this. These are Year 4 - Lesson 2 (having a baby), Year 5 - lesson 4 (conception) and Year 6 – lesson 4 (conception and birth) in the Changing Me unit.

Although parents/carers have the right to request to withdraw their child from these specific lessons, it is our aim to encourage parents to see the value of the RSHE curriculum and its contribution to keeping children safe and developing their emotional, social and physical wellbeing. Parents wishing to exercise this right should inform the Headteacher, in writing, of their decision or make an appointment to discuss any concerns. Children who are withdrawn will be found suitable alternative work in another part of the school.

9. Confidentiality and Child Protection

As a general rule, a child's confidentiality is maintained by the teacher or member of staff but staff cannot offer or guarantee absolute confidentiality. If a member of staff believe that a child is at risk or in danger, they will report their concerns to the Designated Safeguarding Lead (DSL). Pupils will be informed that their confidentiality has been broken and why, they will be informed first and then supported as appropriate. For further details, please see the Child Protection Policy.

10. Controversial and Sensitive Issues

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

11. Dealing with Questions

It is important that teachers know how to respond to unexpected or awkward questions:

- If the question is too personal, the teacher can offer to respond privately
- If the teacher doesn't know the answer, this should be acknowledged and the correct answer provided in a later lesson
- If a question raises concerns about possible sexual abuse, child protection procedures must be followed. See Child Protection Policy.

Written by: Lisa Spillman

Appendix A – Jigsaw Overview Map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

