



PSHE and RSHE Policy 2023 - 24

PSHE - Personal, Social, Health and Economic Education

RSHE - Relationships, Sex and Health Education

At St Hilda's Church of England Primary School, we nurture children to become respectful British citizens and achieve their potential. Together we unite to discover, value and develop the aspirations of each individual within a trusted, caring community.

Teach me knowledge and good judgement for I trust your commands. Psalms 119:66

Rationale

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11).
- This policy is underpinned by the values and principles outlined in the **Church of England Charter for RSHE** (Appendix 1).
- This policy sets out the framework for the school's PSHE education and RSHE curriculum - this includes the relationships and health curriculum, providing clarity on how it is informed, organised and delivered. It also outlines the content of sex education at St Hilda's CE Primary School.

Intent

- St Hilda's CE Primary School is committed to providing an education that enables children to live life in all its fullness and that brings fruition to the words of Jesus: *I am come that they might have life, and that they might have it more abundantly.* John 10:10
- Our PSHE education framework and RSHE curriculum are designed to equip pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals both at school and in the wider community. As a Church of England school, our ethos is driven by "...a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life." (*Valuing all God's Children 2nd edition, 2019*)
- This policy is determined by an ambition to develop the attitudes, values, skills and behaviour which enable our pupils to:
 - have a sense of purpose;
 - value self and others;
 - form relationships;
 - make and act on informed decisions;
 - communicate effectively;
 - work with others;
 - respond to challenge;
 - be an active partner in their own learning;
 - be active citizens within the local community;
 - explore issues related to living in a democratic society;
 - become healthy and fulfilled individuals;
- The ethos of St Hilda's CE Primary School is underpinned by the belief that all children and young people require their wellbeing, safety and emotional health to be enriched and supported by their school experience. This includes promoting inclusivity within our community, developing positive relationships, helping all children to feel safe and welcome in school and aiming to ensure that no child or family feels isolated.
- Pupils are given the opportunity to take part in a wide range of activities and experiences, contributing fully to the life of the school and the wider community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. In PSHE lessons and throughout the curriculum, we prioritise opportunities for our children to reflect on experiences and

understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

- St Hilda's pupils demonstrate high aspirations as evidenced by our Aspirations Survey (November 2020) in which the most popular occupations included becoming a Doctor, Police Officer, Nurse, Firefighter, Teacher, Scientist or Artist. Our curriculum encourages children to identify their dreams and goals, consider the steps needed to achieve them and also how to reflect and respond to challenges they may face whilst working towards their goals.
- At St Hilda's, the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE 2019 updated 2021) is used to shape and inform our curriculum so that we may:
 - prepare our pupils for the opportunities, responsibilities, and experiences of adult life;
 - provide our pupils with the knowledge they need to make informed decisions about their health and well-being;
 - support our pupils to recognise positive, healthy and respectful relationships;
 - help to safeguard our pupils, so they can find and access help and support;
 - teach our pupils tolerance, the importance of equality and respect for diversity;
 - develop our pupils' self-respect and self-worth, confidence and empathy;
- Pupils are given the opportunity to:
 - reflect on values, beliefs and influences e.g. from peers, media, faith and culture that may shape their own attitudes to relationships and sex;
 - develop critical thinking skills;
 - nurture their tolerance/respect for different views;

Objectives and Learning Intentions

Our policy is informed by Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE 2019 updated 2021)

Our curriculum covers the statutory content of Relationships and Health Education:

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
• families and people who care for me • caring relationships • respectful relationships • online relationships • being safe	• internet safety and harms • physical health and fitness • healthy eating • drugs, alcohol and tobacco • health and prevention • Basic First Aid • changing adolescent body (including puberty and menstruation)

Implementation

- At St Hilda's CE Primary School, PSHE education and the RSHE curriculum are delivered using the *Jigsaw* Scheme of Learning. The mindful approach to PSHE is supplemented with activities, topics, theme days and weeks which are considered relevant to our children. Pupil voice plays a key part in curriculum design and ideas from the children are actively encouraged. Pupils are invited to share feedback via questionnaires, verbal feedback and through other activities led by our trained pupil Mental Health Champions.
- The content of PSHE education and the RSHE curriculum links closely with our vision and school values of Trust, Aspiration, Compassion, Community, Knowledge and Respect. This enables children to understand and respect our common humanity, diversity and differences in order that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- The *Jigsaw* Scheme of Learning supports the provision for a comprehensive programme that integrates, but is not limited to, statutory RSHE content. This broader PSHE education programme includes economic well-being, careers and enterprise education
- As St Hilda's is located in an area of high social and economic deprivation, the ability to build resilience and nurture mental and physical health from a young age is extremely important for the lives of our children and their families. The content of the *Jigsaw* Scheme of Learning is well-matched to the needs of our pupils whilst the mindful approach provides coping strategies and techniques that children can use now and throughout their lives, particularly when faced with challenging times.
- With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, the school offers engaging and relevant PSHE provision within a whole-school approach. Mindfulness allows children to advance their emotional awareness, concentration and focus. Our children have stated that mindfulness techniques help them to feel calm and ready for learning, both at home and in school; for some children, mindfulness techniques can aid restful sleep.
- Our curriculum is age (developmentally) appropriate and based on what pupils are likely to need to know (taking into account any safeguarding considerations) and what they are likely to be able to understand.

How are PSHE education and the RSHE curriculum organised in our school?

- There are six core themes (puzzles) in the *Jigsaw* Scheme of Learning designed to progress in sequence from Autumn Term to Summer Term, however time taken to deliver the units may change in response to the needs of the children including community and /or wider issues. The curriculum is cohesive in design, with a whole school approach that means all year groups from Years 1 - 6 typically work on the same theme (puzzle) at the same time.
- Each theme (puzzle) in the *Jigsaw* Scheme of Learning has six pieces (lessons). Each piece (lesson) has two Learning Intentions - one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today) and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. Teachers use the content to create appropriate Learning Objectives for lessons.
- Discrete PSHE Lessons are timetabled weekly in all year groups from 1-6 and are forty-five minutes to an hour in length.
- Pupils record their PSHE learning journey, activities and reflections in a book. The front cover of the book is a *Jigsaw* Journal Sheet and at the end of each academic year, the child's book moves with them to their next year group.
- All classrooms have a PSHE display area which links with our school values and RE curriculum. A whole school display area is promoted to celebrate the children's learning and to enable them to continually reflect upon key themes and messages.

- At St Hilda's CE Primary School, PSHE education and the RSHE curriculum are combined in a spiral, progressive and fully planned, but adaptable, programme of work. The curriculum is sequenced carefully and builds upon prior knowledge as per assessment end points. Relationships, Sex and Health Education (RSHE) is taught within our PSHE curriculum (Appendix 4) and some elements may also be covered in other areas of the curriculum such as assemblies, collective worship, theme days / weeks and wider curriculum areas e.g. Science. Please refer to Appendix 5 for further details regarding Sex Education.
- Teaching strategies are varied; staff are mindful of preferred learning styles and the need for adaptation.
- Practitioners are mindful of and responsive to the needs of the children, which means the content of the curriculum may sometimes need to be adapted or changed. Local and national priorities are taken into account, as required, with enhancements to ensure teaching themes are relevant and supportive to children by helping them understand issues such as body image, cyber bullying, knife crime, racism and internet safety. There is a priority on building resilience through understanding.
- The wellbeing section on the school website contains useful learning aids and signposting to information for children and parents.

Early Years Foundation Stage

- In EYFS, the PSHE curriculum is underpinned through Development Matters:
 - Communication and Language;
 - Physical Development;
 - Personal, Social, and Emotional;
 - Understanding the World;
- As a school, we do all we can to give children the best possible start in life. Children are born ready, able and eager to learn - they actively reach out to interact with others and the world around them. However development is not automatic - it depends upon on each unique child having opportunities to learn through positive relationships and enabling environments such as those we provide at St Hilda's CE Primary School.
- Attainment and progress in PSHE is recorded within WOW moments on *Tapestry* e.g. anecdotal records of friends sharing and being kind. Activities within Continuous Provision support personal, social and emotional development. Floor Books provide a record and celebration of the learning journey.

I Wish My Teacher Knew...

- Across the curriculum, children are encouraged to share their achievements and their worries. In order to support children to "open up" and /or ask questions which they may not feel comfortable asking aloud and / or in front of others, every classroom has *I wish my teacher knew...* slips available on which children may write questions or worries for their teacher(s) to read. Teachers respond to and address these in line with school procedures including the Safeguarding Policy. *I wish my teacher knew...* posters are also displayed on classroom PSHE display boards and on the whole school display board.

Inclusion / Adaptation / SEND

- The PSHE curriculum reflects universal core curriculum provision for all children with inclusivity at the centre of its philosophy. Teaching meets the needs of all pupils - particularly those with special education needs and disabilities, those from a range of faith backgrounds and LGBTQ+? pupils and / or their families. This means a teacher may refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and in terms of LGBTQ+?, the school recognises different types of families and structures of support for children. This is part of relationships education.

- Teachers tailor each piece (lesson) to meet the needs of the children in their class. To support adaptation, many *Jigsaw* pieces (lessons) include creative learning activities that allow children the opportunity to choose the media with which they work and give them scope to develop their full potential.

External Opportunities

- Visits from external agencies and organisations are actively encouraged in order to deepen children's understanding and awareness. External contributors from the community, e.g. health promotion specialists, school nurses, social workers, community police and fire officers are encouraged in order to make a valuable contribution to our PSHE curriculum.

Equality

- We are committed to promoting the understanding of the principles and practices of equality, treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference.
- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, race, religion, sex and sexual orientation. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Safeguarding

- PSHE and RSHE are delivered in a safe, supportive learning environment that means pupils feel able to express their views and beliefs, ask questions and understand where to find help.
- Teachers are aware that effective PSHE and RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Adults must refer immediately to the Designated Safeguarding Lead (DSL) if a disclosure is made.
- In PSHE lessons:
 - teachers and pupils agree ground rules, so everyone feels safe;
 - the *Jigsaw Charter* is designed, agreed and shared in line with the *Jigsaw Scheme of Learning*;
 - teachers explain and agree with pupils the limits of confidentiality;
 - pupils are aware (via the Charter) that they are not required and will not be pressured into, talking about their personal circumstances;
- In a positive classroom environment where children's natural curiosity is encouraged, teachers answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Cultural sensitivity is a priority at St Hilda's CE Primary School and teachers respect the right of parents / carers to withdraw their child from sex education lessons. There may be occasions when children do not recognise the boundaries between subjects e.g. science, relationships and sex education which in turn may lead to questions that relate to statutory and non-statutory content.

Impact

Monitoring and Review

- Under the direction of the Senior Leadership Team, the PSHE Subject Lead monitors the quality of teaching and learning in PSHE and RSHE through observation, learning walks, book scrutiny, questionnaires, pupil conferencing, data analysis and discussion with teaching staff to ensure consistent and coherent curriculum provision.
- The PSHE Subject Lead reports to the Headteacher and Governing Board about the quality of provision and effectiveness including highlighting any concerns.
- Governors including those who are a part of the RSHE Working Group have the opportunity to meet with the Subject Lead to discuss the effectiveness of our PSHE and RSHE curriculum.
- Pupil voice is analysed to ensure children have the opportunity to provide feedback about learning opportunities. Children's views are sought about what they want to know, what they enjoy about the subject and how they feel it could be improved. This evidence from monitoring is taken into account when evaluating the effectiveness of provision and the impact of the subject on personal development.

Assessment, Recording and Reporting

- Each puzzle (unit of work) includes a built-in assessment task, usually in lesson (*Jigsaw piece*) 6. This task is a formal opportunity for teacher assessment but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions and progress. In addition, as part of the *Help Me Reflect* section of every PSHE lesson, children may sometimes complete a self/peer assessment activity using the *My Jigsaw Journey* learning resource that accompanies particular lessons. Formative assessment takes place in all lessons which the teacher uses to address issues or concerns raised and to plan future lessons.
- To ensure consistency in Foundation Subjects across school, assessment uses the school's own Evaluation on a Page approach. This enables teachers to assess children's attainment using level descriptors, as follows:

<i>Working towards</i>	<i>Working at</i>	<i>Working beyond</i>
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- Assessment data is stored using the *Integris* programme of records management which provides leaders with a whole school overview of assessment and pupil progress in the subject. Termly progress review meetings provide further opportunities for the data to be evaluated / discussed and actions set for further development.
- On-going formative assessment is at the heart of our Early Years practice (see the Early Years Policy).

Policy Development - engaging stakeholders

- In developing this policy and the content of the St Hilda's CE Primary School PSHE / RSHE curriculum, due regard has been given to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The views of children, families, staff and governors have been taken into account. Knowledge of the local context enables us to understand the needs and priorities of our school community.

The process of policy and curriculum development - including consultation with stakeholders - is set out in the following table.

INFORM	• DfE funded training with the Lancashire and West Yorkshire Training Hub for PSHE Lead - cascaded amongst staff, governors and parents / carers; • DfE guidance and information about RSHE shared with staff, parents / carers and governors including information about new guidance and statutory content; • PSHE Lead presentation to SLT and Full Governing Body; • whole school staff meeting; • parents / carers informed of changes to curriculum expectations;
CONSULT	• views gathered from stakeholders including meetings with all staff (in groups). • RSHE Working Group - staff, parents / carers and governors - established for policy development; • parents / carers invited in writing - via letter and website - to offer views;
REVIEW	• PSHE Lead and RSHE Working Group review the provision and RSHE curriculum; • views shared and taken into consideration at the RSHE Working Group meetings; • policy ratified by Governing Board;
SUPPORT	• policy shared with an example of resources and activities - parents / carers advised how to support teaching at home; • policy shared with parents / carers - available on the school website. • parents / carers informed when topics are being taught via half-termly newsletters and knowledge organisers on school website; additional letters sent home re. teaching of sex education, as required;

Roles and Responsibilities

The Governing Body

- ensures the school meets its statutory requirements in relation to relationships and sex education;
- is involved directly in the development and review of this policy;
- approves and ratifies the PSHE/RSHE policy;
- holds the Headteacher to account for the implementation of the policy, checking the RSHE curriculum is well-led and effectively managed;

The Headteacher

- is involved directly in the development implementation and annual review of the RSHE policy;
- agrees the curriculum delivery model i.e. where it will be taught, time allocation and staffing;
- ensures RSHE is resourced, staffed and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils;
- enables staff to be suitably trained to teach relationships and sex education;
- encourages parents / carers to engage with the formation of the policy and be aware of / familiar with the final policy;
- supports requests from parents / carers to excuse their child from sex education including organising alternative education for any pupils withdrawn;
- reports to the Governing Board on the implementation and effectiveness of the policy;

PSHE Lead

- facilitates the development and implementation of the RSHE policy;
- develops the school's RSHE curriculum and delivery model;
- ensures continuity and progression between year groups;
- works with teachers (including subject leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects;
- organises, provides and monitors CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE;
- provides teachers with resources to support RSHE delivery;
- monitors and evaluates the effectiveness of RSHE and supports teaching staff if required;
- reports to the Headteacher / Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum;
- leads annual review of the policy;

SENDCo

- advises teachers on how best to identify and support pupils' need (including the use of teaching assistants / support staff);
- is involved in the RSHE Working Group to ensure the needs of children are met;

All teachers of PSHE education and RSHE

- understand, apply and act in accordance with the RSHE policy;
- uphold the law (including the Equality Act 2010) as it applies to sex and relationships;
- consider how their personal views and/or beliefs might impact on their teaching of RSHE;
- understand that they are responsible for planning and monitoring curriculum content for their class;
- monitor pupil progress in line with school policy;
- work with the SENDCo to identify and respond to the needs of pupils with SEND;
- report any concerns about RSHE teaching to the PSHE Lead and / or SMT / SLT;
- report any safeguarding concerns or pupil disclosures to the DSL (in line with school Safeguarding Policy).

- respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- share any concerns they may have about teaching RSHE with the PSHE Lead and/or Headteacher; NB School staff do not have the right to opt out of teaching RSHE.

Parents / Carers

- The role of parents / carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at St Hilda's CE Primary School is to establish open communication and maintain positive relationships with all parents / carers so they are given every opportunity to inform and understand the purpose and content of PSHE education and RSHE.
- We work closely with parents / carers when planning and delivering RSHE including access to the following information:
 - content of the RSHE curriculum.
 - arrangements for the delivery of the RSHE curriculum including examples of the resources used;
 - ideas about how to support / complement RSHE teaching at home;
 - process of how to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE;
- In addition to their involvement in developing PSHE education and RSHE curriculum, parents / carers are provided with opportunities to understand, ask questions, or express any concerns about RSHE. If parents / carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school.
- Parents / carers contacting the school about PSHE education / RSHE will be asked to include a name and contact information. Anonymous communication will not be considered.

Appendices	
Appendix 1	Church of England Charter for RSHE
Appendix 2	Statutory content: relationships education and health education (DfE, 2019)
Appendix 3	Definitions
Appendix 4	The RSHE curriculum at St Hilda's CE Primary School • Programme of study • Overview (yearly/termly)
Appendix 5	Sex education at St Hilda's CE Primary School
Appendix 6	Sample letter to parents / carers who have requested to withdraw their child from sex education (invitation to meet) Amend as required
Appendix 7	Sample form to record parental withdrawal from sex education
Appendix 8	DfE Parental engagement DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs DfE: Relationships, sex and health education: guides for parents • PSHE Association: Guide to parental engagement • Add Jigsaw Parents Guide hyperlink too

Policy Review

This policy is reviewed on an annual basis.



A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

At St Hilda's CE Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2

Legislation and Statutory Guidance

This policy has due regard to the following legislation and guidance:

- 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (DfE, 2019 updated 2021)
- Equality Act 2010 and the Public Sector Equality Duty 2011
- Equality Act 2010 and schools (DfE, 2014)
- Mental health and behaviour in school (DfE, 2018)
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013)
- Science programmes of study: Key Stage 3 (DfE, 2013). Keeping children safe in education – for schools and colleges (DfE, 2020)
- Promoting fundamental British values through SMSC (DfE, 2014)

Statutory Content - Relationships Education and Health Education (DfE)

Relationships Education Overview (para 62/page 20)

Families and People Who Care For Me

By the end of primary school, pupils will know:

- that families are important for them 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

By the end of primary school, pupils will know:

- 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, but 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;
- how to manage conflict;
- how to manage different situations and how to seek help from others if needed;

Respectful Relationships

By the end of primary school, pupils will know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs;
- which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help;
- what a stereotype is, and how they can be unfair, negative, or destructive;
- the importance of permission-seeking and giving in relationships with friends, peers, and adults;

Online Relationships

By the end of primary school, pupils will know:

- that people sometimes behave differently online, including 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, even when we are anonymous;
- the rules and principles for keeping safe online;
- how to recognise harmful content and contact online, and how to report these;
- how to critically consider their online friendships and sources of information;
- the risks associated with people they have never met;
- how information and data is shared and used online;

Being Safe

By the end of primary school, pupils will know:

- 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;
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources;

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

Mental Wellbeing

By the end of primary school pupils will know:

- 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, and nervousness;
- the scale of emotions that humans experience in response to different experiences and situations;
- 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, and 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;
- how isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others;
- that it is common to experience mental ill health and, for the 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

By the end of primary school pupils will know:

- 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;
- 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;
- how to recognise and display respectful behaviour online;
- 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 (inclusive of 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

By the end of primary school, pupils will know:

- the 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 by 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 adults to speak to in school if they are worried about their health;

Healthy Eating

By the end of primary school, pupils will know:

- what constitutes a healthy diet, including an understanding of calories and other nutritional content;
- the principles of planning and preparing a range of healthy meal;
- the characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health;

Drugs, Alcohol and Tobacco

By the end of primary school, pupils will know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking;

Health and Prevention

By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing;
- the facts and science relating to immunisation and vaccination;

Basic First Aid

By the end of primary school, pupils will know:

- 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

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

Appendix 3: Definitions

- **PSHE** - Personal, Social, Health and Economic education.
- **RSHE** - Relationships, Sex and Health Education
- **Health Education** - physical health and mental wellbeing
- **Relationships Education** - the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex Education** - There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.

Appendix 4: Our Curriculum

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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Understanding how we grow and change at different times in our life

Year	Jigsaw	Learning Intentions
EYFS	Piece 3 Growing Up	- seek out others to share experiences; - show affection and concern for people who are special to them
1	Piece 4 Boys' and Girls' Bodies	- identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus, breast, nipples; - respect their own body and understand which parts are private;
2	Piece 4 Boys' and Girls' Bodies	- recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus, breast, nipples) and appreciate that some parts of the body are private; - tell you what they like / don't like about being a boy / girl;
3	Piece 1 How Babies Grow	- 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; - express how they feel when they see babies or baby animals;
	Piece 2 Babies	- understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow; - express how they might feel if they had a new baby in their family;
	Piece 3 Outside Body Change	- understand that boys' and girls' bodies need to change; - identify how boys' and girls' bodies change on the outside during the growing up process;
4	Piece 3 Girls and Puberty	- 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; - know that there are strategies to help understand and cope with the physical and emotional changes they will experience during puberty;
5	Piece 2 Puberty for Girls	- recognise how they feel about these changes happening to them and how to cope with these feelings; - explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally; - understand that puberty is a natural process that happens to everybody and that it will be OK for them;
	Piece 3 Puberty for Boys and Girls	- describe how boys' and girls' bodies change during puberty; - express how they feel about the changes that will happen to their bodies during puberty;

Yr	Jigsaw	Learning Intentions
5	Piece 4 Conception	• identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up; • recognise how they feel about these changes happening to them and how to cope with these feelings; • know that conception is how babies are made; • understand that sometimes people need IVF to help them have a baby; • appreciate how amazing it is that human bodies can reproduce in these ways;
6	Piece 2 Puberty	• explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally; • express how they feel about the changes that will happen to their bodies during puberty;
	Piece 3 Girl Talk/Boy Talk	• ask the questions that they need answered about changes during puberty; • reflect on how they feel about asking the questions and about the answers they receive;
	Piece 4 Babies - Conception to Birth	• describe how a baby develops from conception through the nine months of pregnancy and how it is born; • recognise how they feel when they reflect on the development and birth of a baby;
	Piece 5 Body Image	• express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this;

Appendix 5

Sex Education at St Hilda's CE Primary School

- Sex education is not compulsory in primary schools (DfE, para 65/page 23).
- DfE recommends that “all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils”. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human cycle set out in national curriculum science – “how a baby is conceived and born’ (DfE, para 67/page 23).
- In National Curriculum Science, all pupils will be taught the main external parts of the human body, how the body changes as it grows (including puberty) and the reproductive process in some plants and animals.
- All pupils will be taught the content of health education as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescent body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- LGBTQ+? teaching focuses on different types of families. All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15).
- Schools are free to determine whether pupils are taught sex education beyond what is required above.

Parents / Carers will be:

- informed in advance of the content of sex education lessons and be able to view the main resources used;
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs;
- given clear guidance on how to request the withdrawal of their child from these components of sex education;

The right to be excused from Sex Education:

- sex, relationships, and health education are statutory at primary school from September 2020;
- parents /carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17);
- parents / carers are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the National Curriculum Science Programmes of Study;
- any parent wishing to withdraw their child from sex education will be invited to meet with the Headteacher to “discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child”; whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17);
- the Headteacher will automatically grant a parent’s request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18);
- the parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education.

Appendix 6: Sample letter to parents / carers (engagement)

Dear (Name)

Thank you for your letter / request about withdrawing your child from sex education.

St Hilda's CE Primary School respects the legal right of parents / carers to withdraw their child(ren) from some or all sex education delivered as part of our PSHE/ RSHE education programme.

Before you reach a final decision about the aspects of sex education from which you wish your child to be withdrawn, I would like to invite you into school so we can talk about this together. This will be an opportunity for you to look at our scheme of learning and example resources. You will also be able to ask questions in person and share any concerns you may have. We can devise a plan together to agree when / how to withdraw your child and consider when / how you can talk to your child about curriculum content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 7: Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE curriculum

Parental withdrawal from sex education delivered as part of the RSHE/PSHE education curriculum A copy of this form should be given to the parent(s) and a copy retained in school
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To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from Sex Education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	