



Cabot Primary School

Learn together, respect each other, achieve forever

Relationships and Sex Education (RSE) and Health Education

Adopted: March 2021 to reflect updated DfE guidance

| Review Date | Details | Owned by/linked to |
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| March 2024 | | SIC |
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Cabot Primary School

Relationship and Sex Education and Health Education Policy (RSE and HE)

Introduction

Today's children and young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks.

To prepare for the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Children need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

As a primary school, we want we will use Relationships, Sex and Health Education lessons to put in place the key building blocks to support children developing healthy, respectful relationships, focusing on family and friendship, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. In these lessons, we will also teach about mental wellbeing. The new subject content will give them knowledge and capability to take care of themselves.

We are clear that parents and carers are the prime educators for children on many of these matters. We recognise that parents are the first teachers of their children. We want to compliment and reinforce this role and we see building on what pupils learn at home as an important part of developing a good education.

We must follow the Department for Education Statutory Guidance.

The Relationships Education, Relationships and Sex Education 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 maintained schools.

We have based our school's RSE Policy on the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (ref DfE 2019.).

We are also have a duty to comply with Equality Act 2010 and Schools and the Public sector equality duty (PSED) (s.149 of the Equality Act). We do not unlawfully discriminate against a person's sex, race, disability, religion or belief gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Religion and belief

We are not a faith school, however, we have taken into account pupils' faith backgrounds when developing this policy and preparing what and how we will teach. We are aware some families may have sensitivities around some of the issues taught in these subject areas. We have reviewed our programmes of study and resources and will be transparent and clear with parents how these subjects will be taught in line with the statutory guidance and our own school values.

Our Vision and Values

At the heart of Cabot Primary School is a belief that school is a place where everybody feels valued and respected. Everyone is proud of their personal achievements and the achievement of the school.

We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff and the local community all must work in partnership for our children to achieve their full potential.

We have a commitment to providing our children with a quality education that is broad, balanced, challenging and fun. We believe in setting high expectations in all areas of school life to ensure that children have the opportunity to do their best, where all are inspired and encouraged to have high expectations.

By creating a safe and secure learning environment, we believe that our children are motivated to discover their talents, develop their interests and have the self confidence to become successful lifelong learners.

We aim to develop the following key characteristics in our children:

Our School Values:

Partnership

Inclusion

Excellence

Working with parents

We will work closely with parents when planning and delivering these subjects. We want parents to know the purpose and content of RSE and HE. We will let parents know what will be taught and when it will be taught. This policy will be reviewed at least every 3 years (more frequently if legislation changes) by representatives of the Board of Governors on the School Improvement Committee. Parents will be kept updated and consulted over changes.

Definitions of Relationships and Sex Education and Health Education (RSE&HE)

Relationships Education – Mandatory for Primary Education. (Parents cannot withdraw children from these lessons.)

The focus in primary schools is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. In addition to specific lessons, developing positive relationships will be supported through day to day interactions, the Behaviour Policy and assemblies.

By the end of primary school:

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| Families and people who care for me | <p>Pupils should know</p> <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.• (DfE RSE and HE guidance s59 - Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, same gender parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them)• 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 | <p>Pupils should know</p> <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. |

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| | <ul style="list-style-type: none"> • 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 | <p>Pupils should know</p> <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 | <p>Pupils should know</p> <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 | <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with |

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| | <ul style="list-style-type: none"> 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. |
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Health Education (Physical health and mental wellbeing education) – Mandatory for Primary Education. (Parents cannot withdraw children from Health Education). Some elements of Health Education are also taught through the mandatory Science Curriculum (see below), the Computing curriculum, the PE curriculum as well as through the behaviour policy, assemblies and day to day interactions. Some areas, including Puberty, will be delivered in specific lessons At times, it may be deemed appropriate for boys and girls to be taught separately for example to enable them to ask questions which may be embarrassing in a mixed group environment, but wherever possible pupils will be taught as a whole class in their appropriate year group.

By the end of primary school:

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

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| | <p>meals.</p> <ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. |
| Basic First Aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle |

Elements of Sex Education covered by the Science Curriculum – Mandatory for Primary Education. (Parents cannot withdraw children from these lessons.)

National Curriculum in England: Science programmes of study (May 2013)

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| Year 1 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |
| Year 2 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| Year 3 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| Year 4 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey |
| Year 5 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the life cycle of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants |

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| | and animals <ul style="list-style-type: none"> Describe the changes as adults develop into old age |
| Year 6 | Pupils should be taught to: <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans Recognise that living things produce offspring of vary and are not identical to their parents. |

Sex Education (beyond the mandatory Science and Health Education Curriculum).
Non-statutory.

We do not currently plan to teach any additional Sex Education lessons beyond what is covered on the statutory Science and Health Programmes of Study. However, we plan to introduce Sex Education units in future years. We will consult with parents before we do this.

Right to withdraw from Sex Education

Parents have the right to request their child be withdrawn from some or all of Sex Education that is not part of the statutory Science Education Programme of Study. If we introduce these lessons at a later date, parents will be notified and given clear explanations about what will be covered and what will be taught. If parents wish to withdraw their children from these lessons, they can do so by writing to the head teacher.

The Teaching Programme of Study for RSE and HE

The Jigsaw RSE and HE Programme of Study is aligned to the PSHE Association Programmes of Study for PSHE.

Whole-school approach:

Jigsaw covers all areas of PSHE for the primary phase including statutory RSE and HE. Through the teaching of PSHE, using the Jigsaw curriculum, we ensure we promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of later life and promote British values.

What do we teach?

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

| | <u>Puzzle name</u> | <u>Content</u> |
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| <u>Term</u> | | |
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| 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 and diversity work |
| Spring 1 | Dreams and Goals | Includes goal-setting, aspirations and resilience building |
| Spring 2 | Healthy Me | Includes looking at self-esteem and confidence as well as healthy lifestyle choices (on and off line) including drugs and alcohol education |
| Summer 1 | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2 | Changing Me | Includes Relationship and Health Education in the context of looking at and managing change |

Differentiation/SEND:

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. It is our intention all children have the opportunity to experience a programme of RSE at a level, which is appropriate for their age and physical development with differentiated provision if required.

Confidentiality

Teachers will conduct RSE and HE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or being likely to be involved in an activity which puts them at risk, then the teacher will take this matter seriously and deal with it as a matter of child protection. (See Safeguarding Policy)

Managing Difficult Questions

Primary age pupils often ask their teachers or other adults questions about relationship and sex education that go beyond what is set out for their age phase. Teachers will prepare for these eventualities and be ready to advise pupils that they will learn more about these subject areas at age appropriate levels as they continue their education. Children will be told that these issues can be sensitive and that it's not always appropriate to ask people, (including staff) direct questions about personal and private information. It might be appropriate to advise children that some questions might not be suitable to answer in a whole class setting. Classes might consider using an anonymous question box which teachers can respond to.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher and teacher with responsibility for RSE and HE. Assessing children's learning and implementing change if required will evaluate the effectiveness of the RSE and HE programme. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience.

Policy cross references

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- PSHE policy
- Equalities Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Inclusion Policy
- Online Safety Policy
- Anti Bullying Policy
- SMSC Policy
- Special educational needs policy
- RE Policy

RSE and HE leader – Stacey Carter

PSHE Lead – Stacey Carter

IT leader – Mel Codling

Designated Safeguarding Lead – Tom Burton

Deputy Designated Safeguarding Leads- Gemma Holian and Nicola Redwood