



Relationships, Sex and Health Education Policy

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Introduction

At Doddinghurst Infant School children become part of a friendly cooperative environment, where there is an atmosphere of mutual respect and trust. Every child is made to feel they have a vitally important role to play in the life of the school, where their achievements are recognised and acknowledged. We are committed to working with parents and carers, informing them of topics that may prompt discussion at home. Under the Education Act 2002 we provide a balanced and broadly based curriculum, which promotes the spiritual, moral, cultural, mental, and physical development of children at the school, whilst also preparing them for the opportunities, responsibilities, and experiences of later life. We also recognise the contribution made by our children to society, whilst also protecting them from harm and neglect. Under the Education and Inspections Act 2006, we also encourage and promote community cohesion, encouraging outside visitors and visits to different organisations.

Definition

The Sex Education Forum define Relationships, Sex and Health Education (RSHE) as learning about the emotional, social, physical, and cultural development aspects of growing up. This involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. It should equip children and young people with the information, skills, and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. RSHE is not about the promotion of sexual activity.

What does the new Relationships Education cover?

Relationships Education in primary schools will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The new guidance states that by the end of primary school all children should know: 'How to report concerns or abuse, and the vocabulary and confidence needed to do so'. It also states that Relationships Education should promote equal, safe, and enjoyable relationships and be taught in a way, which fosters LGBT and gender equality, in line with the Equalities Act 2010.

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❖ INTENT

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral, and emotional development. Our aim is to enable our children to respect themselves and others so that we can begin to build the building blocks, so they are able to move confidently to the next Key Stage.

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Give children an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies (Appendix 1)
- Have the confidence and self-esteem to value themselves and others
- Understand about the range of relationships, including the importance of family for the care and support of children
- Develop the confidence in talking, listening, and thinking about feelings and relationships
- Understand the consequences of their actions and behave responsibly within relationships
- Be able to recognise unsafe situations, be able to protect themselves and ask for help and support
- Understand the role the media plays in forming attitudes
- Understand how safe routines can reduce the spread of viruses

❖ IMPLEMENTATION

The school will be teaching RSHE through the Jigsaw PSHE scheme. The strategies we will use are:

- A wide range of teaching and learning styles utilised in lessons and emphasis is placed on active engagement. Children will have the opportunity to clarify their values and beliefs whilst rehearsing and developing enquiry and interpersonal skills.
- Use of a range of external speakers, such as school nurses or outside agencies, to supplement specific topics covered within the three main themes. Teachers will always be present to support the learning.
- Classes are organised so that children can participate in an open friendly atmosphere where classroom rules of behaviour have been agreed.
- Each class has a time where children can post/ask an adult about their worries or questions anonymously. These questions can be answered in an open forum or on a 1:1 basis.

Safeguarding

Teachers are aware that on occasions disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. Time is given for children who may need time to talk to an adult after the lesson has finished. If disclosures occur, the school's disclosure and/or confidentiality policy is followed. In teaching RSHE, teachers ensure that the needs of all children are appropriately met, and that children understand the importance of equality and respect. Doddinghurst Infant school complies with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. Teaching is sensitive and age appropriate in approach and content.

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Equal Opportunities

The Equality Act 2010 covers the way the curriculum is delivered. We ensure that issues are taught in a way that does not subject children to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE fosters good relations between children, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). We have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers will take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Creating a safe and supportive learning environment

As RSHE education works within children's' real life experiences, it is essential to establish a safe and open learning environment. We aim to create this safe learning environment in partnership with the children by creating 'clear ground rules' displayed during discreet PSHE and RSHE lessons.

Relationships within School

Relationships at Doddington Infant School are based on an atmosphere of trust and respect for everyone. Our School Motto is 'Laugh, Listen, Learn'. Children are encouraged to develop good relationships with their peers, and all staff taking responsibility for their own behaviour. All staff provide a good role model for children and work hard to promote a safe, happy environment.

Curriculum Content

Jigsaw PSHE scheme of work covers all aspects of compulsory RSHE, designed in a sensitive, spiral, age-appropriate curriculum. The Jigsaw teaching materials integrate personal, social, health education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole school approach. (Appendix 2a)

- **EYFS**

Our children begin their Relationship and Sex Education as soon as they enter our school. Children are encouraged to form good relationships with adults and their peers. In addition, they develop an awareness of their own views and feelings and are encouraged to be sensitive to the feelings of others. As part of their Understanding of the World curriculum the children learn about similarities and differences between themselves and others, and among families, communities, and traditions. In addition, the routines of good hygiene are reinforced daily.

- **KS1**

RSHE is a cross curricular subject and will be partly delivered through a range of National Curriculum subjects, including Science, PE and through the Jigsaw PSHE program.

There will also be opportunities for more informal RSHE through assemblies, circle time, storytelling, and role play. It will be necessary to deliver and reinforce some aspects of RSHE through specifically planned lessons such as NSPCC 'Pants' campaign (The Underwear Rule). This addresses issues such as the difference between appropriate and inappropriate touch, and what parts of the body are private as well as how children can seek help from people they can trust.

Jigsaw PSHE scheme of work equips children to thrive in today's world building resilience and self-esteem, helping them understand real issues such as body image, all forms of bullying and online safety. Jigsaw

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consists of six Puzzles (half-term units of work) containing six Pieces (lessons) for each academic year. Each Piece has two Learning Intentions, one specific to PSHE and one designed to develop emotional literacy and social skills. (Appendix 2b and 2c).

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues will arise in learning from real-life experience. Teachers are prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social, or personal impact or deal with values and beliefs include:

- family lifestyles and values
- physical and medical issues
- financial issues
- bullying and bereavement
- COVID 19

Staff are aware that views around RSHE are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Our school believes that RSHE should meet the needs of all children, answer appropriate questions, and offer support. In Jigsaw Pieces that cover RSHE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. All forms of bullying are dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to children's attention, they will be offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach children how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Parents Right to Withdraw

The RSHE curriculum consists of both statutory and non-statutory elements. Parents do have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE.

Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum. Parents wanting to withdraw their children are invited to speak to the Deputy Headteacher or Headteacher. They will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed. Alternative work will be given to children who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

❖ IMPACT

Assessment

Each Puzzle has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about

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their opinions. The task can be used as evidence in the Jigsaw Journal. Each Puzzle has a set of three level descriptors for each year group:

- Working towards
- Working at
- Working beyond

At the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record', so it is clear what they are aiming to achieve. After completion of the assessment task, the teacher, and the child return to the 'My Jigsaw Learning Record' and the child chooses the attainment descriptor they think they have achieved. The teacher facilitates a conversation about their learning progress for that Puzzle.

Monitoring

The impact of RSHE teaching is monitored in two ways, firstly the delivery of RSHE is overseen by the Science/PSHE/RSHE lead through BLINK tests while children's development in RSHE is monitored by class teachers.

The subject leader will review this policy every two years.

The results of these exercises are reported to the Head teacher, the teachers, and the Governing Body.

Other Policy Links

We recognise the link between Jigsaw PSHE/RSHE, and the following policies aimed at promoting children's spiritual, moral, social, and cultural development and staff are aware of the need to refer to these policies when appropriate.

- Science Policy
- Teaching and Learning Policy
- Safeguarding/Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- SMSC Policy
- Special Educational Needs Policy
- Computing Policy and Safe Internet Use Policy
- Inclusion Policy

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Appendix 1: Key Words for EYFS and KS1

EYFS	YEAR 1	YEAR 2
<ul style="list-style-type: none"> • Boy • Girl • Penis • Vagina • Privates 	<ul style="list-style-type: none"> • Boy • Girl • Penis • Vagina • Physical characteristics • Gender • Chest • Privates • Comfortable • Uncomfortable 	<ul style="list-style-type: none"> • Stereotypes • Gender • Sex (girl or boy) • Male • Female • Comfortable • Uncomfortable • Body parts • Genitals • Penis • Vagina • Breasts • Privates

Appendix 2a: Jigsaw PSHE Scheme of Work

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

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Appendix 2b: Relationship Education in Primary schools

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. The guidance states that, by the end of primary school:

	Children should know	Jigsaw scheme of work
Families who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security, and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. 	<p>All these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • The rules and principles for keeping safe online, how to recognise risks, 	<p>All these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

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	<p>harmful content, and contact, and how to report them</p> <ul style="list-style-type: none"> • How information and data is shared and used online. 	
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g., family, school and/or other sources. 	<p>All these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

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Appendix 2c: Jigsaw RSHE content

The grid below shows specific learning intentions for each year group in the ‘Relationships’ Puzzle.

Year	Piece Number and Name	Learning Intentions ‘Children will be able to...’
EYFS	Piece 1 My Family and Me!	<ul style="list-style-type: none"> I can tell you about my family I can identify some of the jobs I do in my family and how I feel like I belong
	Piece 2 Make friends, make friends, never ever break friends! – Part 1	<ul style="list-style-type: none"> I understand how to make friends if I feel lonely I know how to make friends to stop myself from feeling lonely
	Piece 3 Make friends, make friends, never ever break friends! – Part 2	<ul style="list-style-type: none"> I can tell you some of the things I like about my friends I can think of ways to solve problems and stay friends
	Piece 4 Falling out and bullying – Part 1	<ul style="list-style-type: none"> I know what to say and do if somebody is mean to me I am starting to understand the impact of unkind words
	Piece 5 Falling out and bullying – Part 2	<ul style="list-style-type: none"> I can use Calm Me time to manage my feelings
	Piece 6 Being the best friend, we can be	<ul style="list-style-type: none"> I can work together and enjoy being with my friends I know how to be a good friend
Year 1	Piece 1 Families	<ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me
	Piece 2 Making friends	<ul style="list-style-type: none"> I can identify what being a good friend means to me I know how to make a new friend
	Piece 3 Greetings	<ul style="list-style-type: none"> I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me
	Piece 6 Celebrating my special relationships	<ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me I can express how I feel about them
Year 2	Piece 1 Families	<ul style="list-style-type: none"> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone’s family is different and understand that most people value their family
	Piece 2 Keeping safe – exploring physical contact	<ul style="list-style-type: none"> I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and do not like and can talk about this
	Piece 3 Friends and conflict	<ul style="list-style-type: none"> I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
	Piece 4 Secrets	<ul style="list-style-type: none"> I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
	Piece 5 Trust and appreciation	<ul style="list-style-type: none"> I recognise and appreciate people who can help me in my family, my school, and my community I understand how it feels to trust someone
	Piece 6 Celebrating My Special Relationships	<ul style="list-style-type: none"> I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others

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Sex Education in Primary schools

What should be included and how does Jigsaw provide this?

The Relationships Education, RSHE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the DfE guidance therefore focuses on Relationships Education. The grid below shows specific learning intentions for each year group in the

'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Children will be able to...'
EYFS	Piece 3 Growing Up	<ul style="list-style-type: none"> • D4 - Seek out others to share experiences. Show affection and concern for people who are special to them • D6 - Explain own knowledge and understanding, and ask appropriate questions of others • ELG - Show sensitivity to others' needs and feelings
Year 1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina • Respect my body and understand which parts are private
Year 2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • Tell you what I like/do not like about being a boy/girl