



Relationships and Health Education (RHE) Policy

And our approach to sex education in Year 6

Danegrove Primary School

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Next review date:	4th February 2026
Person/s responsible:	Farrah Ghosseiri – Assistant Head teacher

1. What is Relationship and Health Education?

RHE is concerned with lifelong learning about the physical, moral, social and emotional aspects of growing up. It aims to give pupils essential skills for building positive, enjoyable, stable, loving, caring, respectful and non-exploitive relationships and to stay safe on and offline. RHE includes teaching about relationships, sex, sexuality and sexual health. RHE does not promote sexual orientation or sexual activity but enables pupils to explore attitudes and values; personal and social skills; and knowledge and understanding in order to build self-esteem and confidence to view their sexuality positively.

2. Aims

The aims of relationship and health education (RHE) at Danegrove Primary School are to:

- provide a framework in which sensitive discussions can take place
- help pupils to develop positive attitudes and values including feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships

In addition, RHE will promote self-esteem, emotional health, well-being and help pupils form and maintain worthwhile and satisfying relationships, based on both respect for themselves and for others, at home, school, work and in the community.

3. Objectives

The objective of Relationship and Health Education is to help and support young people through their physical, social, emotional and moral development. A successful programme, firmly embedded in PSHE, science and other areas of the curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

4. Statutory Requirements

Primary schools are required to teach the elements of sex education as contained in National Curriculum Science.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Danegrove Primary School we teach RHE as set out in this policy.

5. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum, which is based on 'Jigsaw – the mindful approach to PSHE, with children being taught to become aware of their thoughts and feelings, to understand and value who they are, and how they relate to others. The PSHE curriculum also helps to equip pupils to cope with modern day issues, such as body image, cyberbullying and internet safety. The biological aspects of RHE are taught within the science curriculum.

Relationship and Health Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

- Every child, regardless of their experiences, background or identity, is entitled to receive good quality RHE that helps them build a positive sense of self
- Respect for themselves and each other is central to all teaching.
- The RHE program and approach is inclusive of difference: ethnicity, gender, religion, age, culture, disability, sexuality, gender identity, language or special needs.

It is our intention all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required.

All schools must teach the following as part of the Key Stage 2 National Curriculum for science and parents do not have the right to withdraw their child/children. The biological aspects that relate to RHE are taught via KS2 science and they are to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- learn about the changes experienced in puberty

5.1 Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in MyWorld	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	CelebratingDifferences	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	Dreams and goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes Relationships and Sex Education (Puberty) in the context of coping positively with change

See Appendix 1: Relationships Education in Primary schools DFE Guidance updated September 2021 for a breakdown of objectives taught.

At Danegrove Primary School we will also teach, via RHE, and at an age appropriate level:

- puberty
- conception
- conception to birth
- body image
- family stereotypes
- relationships
- consequences of behavior and keeping safe

Across Key stage 2 pupils will be supported with developing the following skills:

- communication, including how to manage changing relationships and emotions
 - recognising and assessing potential risks
 - assertiveness
 - seeking help and support when required
 - informed decision-making
 - self-respect and empathy for others
 - recognising and maximising a healthy lifestyle
 - managing conflict
 - discussion and group work
- These skills are taught within the context of family life and healthy relationships and are supported by Danegrove Primary School values.

RHE is best taught by confident teachers as part of an ongoing PSHE curriculum, however the school is mindful that visiting speakers can offer a different perspective and reinforce teaching in the classroom and so will ensure that children have access to assemblies and workshops run by organisations such as the NSPCC, community police officers and the school nurse.

6. How this policy was developed?

This policy has been developed in consultation with staff and children. The consultation and policy development process involved the following steps:

1. Review – a member of staff researched all relevant information including relevant national and local guidance.
2. Staff consultation – all teaching staff were given the opportunity to look at the policy and make recommendations.
3. Child consultation – we investigated what exactly children want from their RHE lessons.
4. Ratification – once any amendments were made, the policy was shared with governors and ratified.

7. Roles and responsibilities

7.1 The Governing Body

The governing body will approve the RHE policy and ensure implementation within the school.

7.2 The Head teacher

The Head teacher is responsible for ensuring that RHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RHE (see Parents' right to withdraw section).

7.3 Staff

Staff are responsible for:

- establishing a safe and supportive environment, where boundaries for discussion and confidentiality are discussed before lessons begin, and each class/group establishes its own ground rules
- delivering RHE in a sensitive way, whilst ensuring that all aspects of the program are taught
- using the medically correct terminology for both body parts and the language associated with puberty.
- ensuring that prejudice and offensive language is avoided, and if used, challenged accordingly.
- differentiating activities accordingly so that RHE is accessible to all abilities.
- modelling positive attitudes to RHE and not allowing personal beliefs, values and attitudes to affect their teaching of RHE.
- using a variety of teaching methods and strategies that encourage interaction, involvement and questioning without children disclosing personal information by using distancing activities such as role-play, videos, games, prioritising, quizzes, research, scenarios and question boxes.
- ensuring children will have the opportunity to work individually, in pairs, small groups or as a whole class and have the opportunity to explore some topics from different gender viewpoints.
- considering whether mixed sex groups or single sex groups are appropriate for some topics and teaching to these groups accordingly.
- ascertaining what pupils already know to help address misconceptions
- responding to the needs of individual pupils
- monitoring progress against the lesson objectives, for example via pupil reflection (verbal or written), speaking and listening activities, written work, quizzes, pupil self-evaluation.
- responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RHE.
- dealing with difficult questions
- ground rules are essential to provide an agreed approach to answering sensitive or difficult questions. Teachers are encouraged to use an anonymous question box as a distancing technique. Teachers will endeavour to answer all questions as honestly as possible.

Staff cannot opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity. They will be encouraged to demonstrate our School values within all aspects of the RHE curriculum.

7.5 Parents

Parental consultation

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view any videos and resources being used. This ensures that not only are parents aware of the content but that they can support their children by being better prepared for any questions that may be subsequently asked at home.

Right to Withdraw

Parents **do not** have the right to withdraw their children from relationship or health education.

Parents have the right to withdraw their children from the **non-statutory** components of sex education within RHE.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

8. Training

Staff are trained on the delivery of RHE and the school may also invite visitors from outside the school, such as safeguarding staff, school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

9. Monitoring and Evaluation

Monitoring the teaching of RHE will ensure that teaching is in line with this policy and the teaching requirements of the Jigsaw PSHE, whilst ensuring the scheme is changed in accordance with any future recommendations on the teaching of RHE from the DfE and the teaching requirements of the Jigsaw PSHE scheme. Evaluation will help to plan future lessons and enables teachers to review the programme in order to further improve teaching and learning.

The PSHE lead is responsible for monitoring and evaluating RHE via:

- planning scrutiny, observations and learning walks
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- PSHE book looks
- ensuring that pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead bi-annually. At every review, the policy will be approved by both the governing body and head teacher.

10. Specific Issues

10.1 Special Educational Needs

SEND children will be supported accordingly to ensure that they develop skills to reduce the risk of being abused and exploited, and to learn what types of behavior are, and are not acceptable. Teaching and

resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RHE.

10.2 Child Protection/Confidentiality

RHE lessons are part of our PSHE programme. They help to support us in our duty to safeguard our pupils. Lessons enable pupils to:

- know their rights and be protected and kept safe
- understand potential dangers they may face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm.

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Staff must not offer unconditional or absolute confidentiality and pupils should be informed that even though the classroom is a safe space any matters that indicate that they may be at risk of harm will be passed on to the appropriate adult.

The staff member will inform the Designated Safeguarding Lead in line with Danegrove Primary School's procedures for child protection, ensuring that the DSL is informed immediately and that the incident is logged on CPOMS.

Links with Other Policies

The RHE Policy is linked to our:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy and Objectives
- Children with Special Educational Needs and Disability Policy

Appendix 1: Relationships Education in Primary schools–Updated DFE Guidance 2021

The focus in primary school should be 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. The references R3/H5 etc. can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 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). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • 	<p>All of 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
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make 	

	<p>friends</p> <ul style="list-style-type: none"> • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 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 and advice from others, if needed 	
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and 	

	adults	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<p>about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • H10 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	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 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. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<p>and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<p>handwashing.</p> <ul style="list-style-type: none"> • H31 the facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me