



Relationships, Sex and Health Education Policy

Approved by:

Governing Body

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This RSHE policy has been adapted from 'Jigsaw – The mindful approach to PSHE'

Contents

Our Vision.....	3
Aim of this policy.....	3
Definition of RSHE.....	3
RSHE Intent Statement	4
Statutory Requirements.....	4
RSHE Curriculum	4
Delivery of RSHE.....	8
Health Education.....	12
Supporting pupils with SEND	13
Assessment	13
Training and support for staff	13
Roles and Responsibilities.....	14
Monitoring and Review.....	15
Safeguarding/Confidentiality	15
Equalities.....	16
Dissemination	16

Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

Aim of this policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community whilst mirroring the needs of this community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their 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.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Definition of RSHE

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE is not about the promotion of sexual activity.

All primary schools are legally obliged to have an up-to-date policy for Relationships, Sex and Health Education (RSHE) that describes the content and organisation of RSHE. In primary schools if the decision is taken to teach sex education beyond Relationships and Health Education and National curriculum Science, this should also be documented in the policy. The policy should be made available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme 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 life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

RSHE Intent Statement

At Brierley CE Primary School we believe the teaching of Sex and Relationship Education (RSHE) is an important aspect of pupils' education. RSHE includes supporting young people to develop self-confidence and to prepare them for physical and emotional changes as they approach adulthood. We aim to offer pupils, within our Christian ethos, a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere.

Statutory Requirements

An amendment to the Children and Social Work Act, section 34, 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#). Therefore from September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

In teaching RSHE, we must have regard to DfE guidance section 403 of the Education Act 1996.

Science: The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools. RSHE plays a very important part in fulfilling the statutory duties all schools have to meet:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSHE Curriculum

The DfE has set out what pupils should know by the end of primary school (September 2020):

Relationships education expectations

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- *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 (available to both opposite and same sex couples) and civil partnerships represent 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

- *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, 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

- *The importance of respecting others, even when they're very different (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

- *That people sometimes behave differently online, including by pretending to be someone they're 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

- *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's 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're 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)*

Health education expectations

By the end of primary, pupils will need to know:

Mental wellbeing

- *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're feeling and how they're 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's very important for children to 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), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)*
- *It's 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

- *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

- *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're worried about their health*

Healthy eating

- *What constitutes a healthy diet (including understanding calories and other nutritional content)*
- *The principles of planning and preparing a range of healthy meals*
- *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

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

Health and prevention

- *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're spread and treated, and the importance of handwashing*
- *The facts and science relating to immunisation and vaccination*

Basic first aid

- *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 bodies

- *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*

Delivery of RSHE

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach

In our school we choose to deliver RSHE using Jigsaw materials.

RSHE is predominantly taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Brierley CE Primary school, dedicates part of the RSHE curriculum to ensuring children are taught about personal privacy and staying safe. They are taught that their bodies belong to them and areas of their body are private. They are taught how to recognise inappropriate contact and who to share concerns with if they have them. The school introduces RSHE teaching using the NSPCC PANTS approach and materials and children are taught the NSPCC Pantasurus Song *'What's in your pants, belongs only to you... Your pants cover up your private parts. Your private parts belong only to you if someone asks to see, just tell them "no."'*

- RSHE is an important part of PSHE Education (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

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

- Anti-Bullying Policy: The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

A sample anti-bullying policy can be found in "Valuing All God's Children", 2019, page 31.

RSHE also has links with:

- Behaviour Policy
- Anti-bullying policy
- Equal Opportunities Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Science curriculum
- Curriculum Policy

Sex and relationship education is taught by classroom teachers, Higher Level Teaching Assistants, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. Parents are able to view all resources prior to their use.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Curriculum guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

In order to ensure full access to the content of sex and relationship education for all, teaching and resources will be differentiated as appropriate to ensure the content is age appropriate and also to address the individual needs of all pupils.

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

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Officers if they are concerned.

Our school believes that RSHE should meet the needs of all pupils within our Christian environment, answer appropriate questions and offer support. This should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively.

Jigsaw covers all areas of PSHE and RSHE for the primary phase, as the following table shows:

Term	Topic Title	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	Includes Sex and Relationship Education in the context of looking at and managing change

This grid below shows specific RSHE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);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; appreciate that some parts of my body are private.
7-8	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; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; 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 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 at puberty; inside body changes at puberty; family stereotypes.

8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Key vocabulary for relationship and sex education to be taught:

Reception Class: no body names of sexual parts

Year 1: penis, vagina, vulva, testicles, anus, breasts, nipples, bottom

Year 2: vagina, vulva, testicles, penis, anus, breasts, nipples, bottom

Year 3: uterus, womb, egg/ovum, puberty, vagina, vulva, penis, testicles, anus, breasts, nipples, bottom, pubic hair

Year 4: boyfriend, girlfriend, attraction, pressure, personal, comfortable, sperm, egg/ovum, penis, testicles, vagina, vulva, ovaries, making love, sexual intercouRSHE, fertilise, conception

Year 5: grooming, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, vulva, oestrogen, womb, uterus, sperm, penis, testicles, testes, menstrual flow, egg, semen, ejaculation, wet dream, conception, making love, sexual intercouRSHE, fallopian tube, fertilisation, pregnancy, embryo, contraception, fertility treatment (IVF)

Year 6: puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, vulva, oestrogen, womb, uterus, sperm, penis, testicles, testes, menstrual flow, egg, semen, ejaculation, wet dream, conception, making love, sexual intercouRSHE, fallopian tube, fertilisation, pregnancy, embryo, contraception, fertility treatment (IVF), pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, attraction

Health Education

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

This grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; 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; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Supporting pupils with SEND

Our RSHE programme is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each lesson to meet the needs of the children in their classes.

The SENCO will meet with staff and parents to discuss and review SEN concerns. She will be alerted to newly arising concerns through informal meetings and pupil progress meetings. The SENCO monitors provision for SEND and is able to support class teachers and teaching assistants with their planning. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning. Additional SEND support, arranged through our SENCO, will access specific advice from the relevant specialists eg BESST, CAMHs, educational psychology service and SALT.

Assessment

Each lesson in RSHE ends with children completing a self/peer assessment using the Jigsaw resources. To support the teacher in tracking each child's progress throughout the year, there are three attainment descriptors for each topic. There are no national level descriptors for RSHE or PSHE. After each topic is completed, the teacher, using a best-fit approach, decides whether the child is working towards, working at or working beyond expectations.

At Brierley, we use INSIGHT online tracking system to log our assessments.

Our philosophy is that children are praised and their achievements celebrated in every lesson. We aim to develop a positive relationship between the teacher and the children which, in itself, values and celebrates each individual.

Parents are informed of their child's achievements at parent consultations and in end of year reports.

Training and support for staff

Support for teaching and understanding RSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies. Opportunities are provided for staff to identify individual training needs and support is provided.

Roles and Responsibilities

The Governing Body

The governing body will approve the RSHE policy, and hold the Head of School to account for its implementation.

The Head Teacher

The Head of School is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teacher

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents

The school believes that it is important to have the support of parents and carers for the delivery of RSHE. Parents should be consulted on the RSHE policy and have the opportunity to express their views.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that RSHE should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSHE must promote gender equality and LGBT equality and it must challenge discrimination. RSHE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

Parents must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or Jigsaw Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been

removed. Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

Note that the above paragraph is legally enforceable from September 2020, until then parents and carers have the right to withdraw from any or all Relationships and Sex Education apart from that included within National curriculum science. This is determined by the DfE (2000) Sex and Relationships Education guidance. However, this document will be superseded in September 2020, by the new statutory guidance on Relationships Education, Relationships and Sex Education and Health Education (DfE 2019), and parental right of withdrawal will change as described.

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.

Alternative work will be given to pupils who are withdrawn from RSHE.

External contributors

External contributors from the community, e.g. health promotion specialists, school nuRSHEs, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Members of the clergy or church groups may be called upon.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

Monitoring and Review

The Governing Body reviews the RSHE policy on an annual basis. Governors require the Head Teacher to keep a record of the content and delivery of the RSHE programme that is taught in school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSHE and can do so by prior appointment with a member of staff. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

The delivery of RSHE is monitored by the Head Teacher and Parent Support Advisor through established monitoring arrangements across the curriculum.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Safeguarding/Confidentiality

Teachers are aware that sometimes disclosures may be made during RSHE lessons; in which case, safeguarding procedures are followed immediately.

Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen.

If disclosures occur, the school's safeguarding policy is followed. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the school's Safeguarding Officer.

All staff members are familiar with the Safeguarding policy and know the identity of the members of staff with responsibility for Safeguarding issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the member of staff throughout the process.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools 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 will foster good relations between pupils, 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).

Schools 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 should 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.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

The Church of England Document “Valuing all God’s Children”, 2019 states:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed annually.