



Brimpton Church of England
Primary School

RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

Brimpton C of E Primary School

Approval Date: July 2024
Next Review Date: July 2025

Brimpton Primary School
Brimpton Lane
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RSH Policy

Brimpton Church Of England Primary School

Document Control

Version:	V1	Date Created	Sept 2022
Author:	WBC	Date Modified	July 2024
Status:	Active	Frequency of Review	Yearly

Head Teacher	Sign & Date:	
Chair of Governing Body	Sign & Date:	

Date Approved:	July 2024		
Next Review Date:	July 2025	Date Reviewed:	
Next Review Date:		Date Reviewed:	
Next Review Date:		Date Reviewed:	

Relationships, Sex and Health Education Policy

INTRODUCTION

This policy outlines the definition of Sex and Relationships Education at Brimpton CE Primary School. It explains how this will be delivered, and details the roles and responsibilities involved in this. It clarifies the involvement of parents, pupils and staff and outlines how this will be monitored, evaluated and reviewed. It includes a clear statement about the right to withdraw from non-statutory aspects.

OUR CHRISTIAN VISION

In helping pupils develop feelings of self-respect, confidence and empathy, this policy particularly embodies the following element of our school's Christian vision:

Our core Christian values are Forgiveness, Love, Respect, Responsibility and Community. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens following Jesus in the footsteps of St Peter

POLICY STATEMENT

Governors, staff and parents have a long standing commitment to the delivery of PSHE, reflected in their investment in the JIGSAW curriculum in 2020. This has developed in line with our vision and has incorporated our approach to mental health and well-being. As PSHE becomes statutory we have reflected on our context and the curriculum offer we choose to make to our pupils. We have considered our church school status in our decisions which is fully supported by JIGSAW.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

PSHE will continue to be taught weekly and implemented across the school using the JIGSAW resource.

3. DEFINITION & CONTEXT

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). We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others’ health and well-being.

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. RSHE involves a combination of sharing information, and exploring issues and values.

Content and delivery of RSHE

Our curriculum is set out as per Appendix 1 and includes the use of the agreed terminology as per Appendix 2.

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- ‘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)

We do not cover any sex education other than the compulsory aspects from the National Science Curriculum.

Health education reflects the school ethos and demonstrates and encourages the following values.

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

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)

Roles and Responsibilities

The governing board:

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The Headteacher:

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see Right to Withdraw section).

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-statutory/non-science] components of RSE

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 headteacher or PSHE coordinator.

Pupils

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

Involvement of parents, pupils and staff

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

1. Review – the Headteacher/PSHE Co-ordinator pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and make comments
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Monitoring and evaluation

The delivery of RSHE is monitored by Zoe Baker (PSHE Coordinator) and Heidi Davies (Headteacher) through:

Monitoring arrangements include learning walks, book scrutinies (where books are used) and pupil voice discussions / surveys.

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

This policy will be reviewed by the PSHE Co-ordinator annually. At every review, the policy will be approved by the governing board.

Right to withdraw

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

As we do not cover sex education, other than the compulsory aspects of the science curriculum, parents cannot withdraw their children from these lessons.

Appendix 1:

RSHE Curriculum

We follow the JIGSAW PSHE scheme and include the NSPCC PANTS resource (<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>).

RSHE is covered in the following JIGSAW units; Healthy Me, Relationships and Changing Me.

Health Education Content

Class	Content
Foundation	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.
Year 1 and 2	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.
Year 1 and 2	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.
Year 3 and 4	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.
Year 3 and 4	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.
Year 5 and 6	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.
Year 5 and 6	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.

Relationships and Sex Education Content

Class	Content
Foundation	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.
Year 1 and 2	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); respecting my body and understand which parts are private.
Year 1 and 2	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: penis, vagina); assertiveness; appreciate that some parts of my body are private.
Year 3 and 4	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.
Year 3 and 4	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; 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.
Year 5 and 6	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; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change.
Year 5 and 6	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.

**Appendix 2:
Agreed Terminology**

Class / Year Group(s)	Jigsaw Unit		
	Healthy Me	Relationships	Changing Me
Foundation	exercise, healthy, not healthy, healthy food, sleep, germs, clean, wash, stranger danger, safe, unsafe	family, jobs, friends, good friend, friendship, lonely, argue, unkind words, bad words, feelings, angry, calm down, fall out	body, body part names, healthy body, babies, children, adults, worries / fears, emotions / feelings, memories

Years 1 & 2	<p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Toiletry items e.g. toothbrush, shampoo, soap, Hygienic, Safe, Medicines, Trust, Safe, Cigarettes, Alcohol, Green Cross Code, Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Body, Portion, Proportion, Energy, Nutritious</p>	<p>Family, Belong, Different, Same, Friends, Friendship Qualities, Caring Sharing, Kind, Greeting, Help, Community, Feelings, Confidence, Praise, Qualities, Skills, Self-belief, Incredible, Proud, Relationships, Special, Appreciate, Cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Conflict, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Trust, Surprised, Honesty, Reliability, Compliment</p>	<p>Changes, Life cycle Baby, Toddler, Child, Teenager, Adult, Mature, Male, Female, Vagina, Penis, New, Grow, Feelings, Nervous, Anxious, Worried, Excited, Coping, Change, Control, Growing up, Old, Young, Respect, Appearance, Independent, Freedom, Responsibilities, Secrets, Private</p>
Years 3 & 4	<p>Fitness, Calories, Kilojoules, Sugar, Fat, Saturated Fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Safe, Harmful, Risk, Feelings, Friendships, Emotions,</p>	<p>Men, Women, Male Female, Unisex, Role, Job, Responsibilities, Respect, Stereotype, Conflict, Solution, Problem solving, Safe, Unsafe, Risky, Internet, Social media, Private Messaging</p>	<p>Changes, Birth, Babies Mother, Father, Growing up, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Change, Puberty, Control, Penis, Vagina, Testicles, Pubic hair, Breasts,</p>

	Relationships, Friendship groups, Value, Assertive, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease	(PM), Gaming, Global, Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality, Needs, Wants, Rights, Deprivation, United Nations, Equality, Justice, Appreciation, Jealousy, Appreciation, Loss Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Memories, Friendships, Negotiate, Compromise, Trust, Loyalty, Betrayal, Empathy	Ovaries, Sperm, Egg, Ova / Ovum, Stereotypes, Roles, Challenge, Change, Looking forward, Excited, Nervous, Anxious, Happy, Personal, Unique, Characteristics, Parents, Puberty, Menstruation, Periods, Sanitary towel, Tampon
Years 5 & 6	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Alcohol, Emergency, Procedure, Recovery position, Calm, Level-headed, Body	Characteristics, Personal qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age-limit, Social network, Community, Online, Off-line, Responsibility, Rights,	Self, Self-image, Body image, Self-esteem, Real self, Celebrity Perception, Characteristics, Aspects, Affirmation, Puberty, Menstruation, Periods, Sanitary towels

	<p>image, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Responsibility, Choice Immunisation, Prevention, Drugs, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>	<p>Risky, Community, Violence, Appropriate, Grooming, Trolled, Gambling/ betting, Trustworthy, Devices, Screen time, Mental health, Physical health, Personal information, Stigma, Anxiety, Support, Self-harm, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Assertive, Influences, Self-control, Communication, Technology, Power, Cyberbullying, Abuse</p>	<p>Sanitary pads, Tampons, Ovary/ Ovaries, Vagina Oestrogen, Womb/Uterus, Sperm Penis, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Teenager, Milestone Perceptions, Responsibilities, Change, Opportunities, Worries, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix Midwife, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health</p>
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