



Stormont School

**2f CURRICULUM FOR
RELATIONSHIP, SEX AND HEALTH
EDUCATION POLICY (RSHE)
EYFS – Year 6**

Reviewed:	Spring 2021
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Review Cycle:	2 year
Issued by:	Head of Science & Head of PSHEE

**The policy will be published on the school website for current and prospective parents, governors, staff and volunteers.
Hard copies are available from the School Office.**

INTRODUCTION

This document is a statement of the aims, principles and strategies for the teaching and learning of Relationships, Sex and Health Education at Stormont School (RSHE).

It was developed through a process of consultation with teaching staff and complies with the statutory relationship and health education:

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHEE) continues to be compulsory in independent schools.” DfE Guidance p.8

This policy applies to all children in the school, from EYFS to Year 6.

Supporting documents: Jigsaw Mapping Document, A guide for parents and carers leaflet 2020

What is Relationship, Sex and Health Education (RSHE)?

Relationships, Sex and Health Education is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships. It encourages pupils to develop a sense of responsibility and respect for themselves and others. It helps them to formulate attitudes and values. Relationships, Sex and Health Education is taught several times through a pupil's school career to allow for the development of issues. The teaching materials are carefully chosen to match the age and development of the pupils.

Because of the personal and social nature of the topics covered in RSHE, values and attitudes are a general part of learning and moral development. There are clear values that underpin RSHE including:

- mutual respect
- the value of family life, marriage and of loving and stable relationships in bringing up children
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- acceptance of diversity, and
- that violence and coercion in relationships are unacceptable

Aims

Here, at Stormont School we value PSHEE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHEE Programme as well as within our Science curriculum.

To ensure progression and a spiral curriculum, we use Jigsaw - the mindful approach to PSHEE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our aims in teaching Relationships, Sex and Health Education are that children will: -

- develop their confidence and self-esteem
- be taught in a sensitive manner in a relaxed environment
- be able to air their feelings and views
- be prepared as far as possible for their future lives
- be informed of the value of 'family life' and the worth of proper parental care
- be provided with accurate information relating to human reproduction in order to combat ignorance, misconceptions, stereotypes and prejudice
- be provided with information about forthcoming pubertal changes (physical, emotional and social) and will be given opportunities to discuss implications
- be informed about matters of personal hygiene and related health issues
- develop mutual respect, self-restraint and care for others
- become aware of a range of views about sex-related issues and reach for their own, informed opinions
- develop skills relevant to decision making in sexual behaviour and relationships
- be assured that everyone has the right not to be sexually active

Strategies for the Teaching of Relationships and Sex Education

Whole-school approach

Jigsaw covers all areas of PSHEE 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 My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	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 in the context of coping positively with change

At Stormont School we allocate at least 40 minutes to PSHEE each week in order to teach the PSHEE knowledge and skills in a developmental and age-appropriate way.

PSHEE lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Form Tutors deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘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’.

At Stormont School, we believe children should understand the facts about human reproduction before they leave school.

We define Sex Education as an understanding of human reproduction, conception and birth.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Stormont School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHEE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHEE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit).

In order to teach conception and birth in a scientific context, and knowing that the National Curriculum for Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum for Years 5 and 6 as we believe this is most appropriate for our children.

Sex education refers to Human Reproduction. Therefore, the parent right to withdraw their child is not applicable.

We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Bradley (Head of Science) ybradley@stromontschool.org