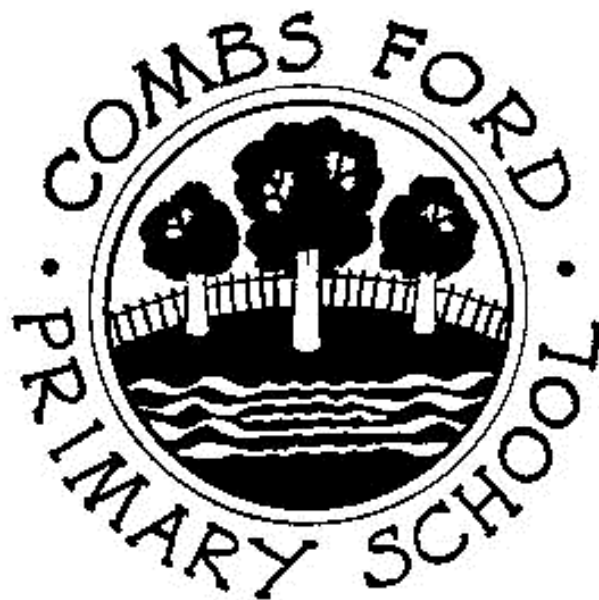




Combs Ford Primary School

Policy for Relationships and Sex Education (RSE) and Health Education



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Approved By: Governing Body	Date: September 2023
Review Cycle: Annually	
Next Review By: September 2024	



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1. Introduction

At Combs Ford Primary School, we are aware that young people are growing up in an increasingly complex world, which presents many positive and exciting opportunities, but also challenges and risks. We believe that our Personal, Social and Health Education (PSHE) teaching, including Relationships and Sex Education (RSE), helps our children learn well and be happy and healthy.

Here at Combs Ford Primary School, we have adopted the Jigsaw 3-11 programme to deliver PSHE and Relationships Education across the school.

2. Definition

RSE teaches children about what relationships are, alongside teaching the fundamental characteristics of a positive relationship. This will include children's emotional, social and cultural development and involves learning about healthy lifestyles, diversity, sexual health, puberty, sexuality and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

3. Aims

Our PSHE curriculum is part of our 'Big Idea' of Personal Growth and enables our children to:

- understand and value how they fit into and contribute to the world by exploring relationships:
 - families and the people who care for me;
 - caring friendships;
 - respectful relationships;
 - online relationships;
 - being safe.
- develop physical health and wellbeing by exploring:
 - physical health and fitness;
 - healthy eating;
 - drugs and alcohol;
 - health and prevention;
 - internet safety and harms;
 - mental wellbeing;
 - basic first aid;
 - changing adolescent body.



4. Policy Development

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

1. Review – the headteacher and subject leader considered all relevant information including relevant national and local guidance and guidance from Jigsaw
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 invited to view and comment upon the draft policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Delivery of RSE

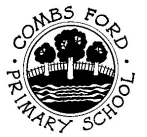
Jigsaw PSHE is a whole school approach taught in all year groups at Combs Ford Primary School, with all year groups working on the same theme (Puzzle) at the same time.

The table below gives the learning theme of each of the six Puzzles that are taught across the school with puzzle 6, 'Changing Me', delivering the RSE content.

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

As well as this, RSE is taught in Upper Key Stage 2 in the following ways:

- within the science curriculum, (biological aspects)
- some aspects may also be included in religious education (RE)
- stand-alone sex education sessions delivered by class teachers in Year 5



Across all Key Stages, pupils will be supported with developing the following skills:

- Recognising and maximising a healthy lifestyle
- Self-respect and empathy for others
- Communication, including how to manage changing relationships and emotions
- Informed decision-making
- Assertiveness
- Recognising and assessing potential risks
- Seeking help and support when required
- Managing conflict
- Discussion and group work
- Acknowledgment of appropriate touch

These skills are taught throughout the six Jigsaw units.

6. Roles and Responsibilities

6.1 The Governing Body

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

6.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from any non-statutory components of RSE (see section 6).

6.3 Staff

Staff are responsible for:

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

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

6.4 Pupils

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

7. Parents' Right to Withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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



8. Terminology and Teaching

The following constitutes a list of vocabulary that has been agreed with the Governors for Staff to use with children. However, in order to maintain the comfort of a child, if the child uses different vocabulary which is not deemed offensive, it may be more appropriate to use this term with them and then either discuss with the child or if appropriate, liaise with parents afterwards. The agreed words will not be referred to as the 'proper' words, but the 'medical' or 'technical' ones.

The following words / phrases will be used, but some of these may be unfamiliar to the children.

Anus	Fertilise	Penis
Bisexual	Gay	Periods
Bottom	Gender identity	Same sex couple
Breasts	Harassment	Sperm
Cisgender	Heterosexual	Straight
Conception	Lesbian	Testicles
Consent	LGBTQ+	Transgender
Egg	Menstruation	Vagina
Embryo	Nipples	Womb
Erection	Ovum	

Sex – if a child refers to sexual intercourse with an inappropriate term, it will be referred to as 'sex'.

Touching – this may refer to masturbation or any other sexual touch.

9. Monitoring and evaluation arrangements

The delivery of RSE is monitored by Holly King (PSHE co-ordinator) and Kathryn Day (Headteacher). This will be carried out in a number of ways, including:

- learning walks
- pupil perceptions of PSHE/RSE lessons
- looking through PSHE books

Pupils' development is assessed by class teachers at the end of every lesson, as part of our internal assessment system. They will be assessed against the substantive and disciplinary learning criteria.

This policy will be reviewed by PSHE coordinator and SLT annually. At every review, the policy will be approved by the governing board and the Headteacher.

Appendix 1: Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

<https://www.minded.org.uk/>

Appendix 2: Outline of statutory and non-statutory content

In addition to the statutory Relationships and Health content, further age appropriate, non-statutory content is covered in our PSHE lessons. This is to enable our pupils the best chance at managing their academic, personal and social lives in a positive way. Please see each year group's table below, which details which lessons (pieces) include statutory and non-statutory information.

S – This lesson contains solely statutory content

NS – This lesson contains solely non-statutory content

PS – This lesson contains some statutory content with further non-statutory information

EYFS	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Being Me in My World	S	S	S	S	S	S
Celebrating Difference	S	S	S	S	S	S
Dreams and Goals	S	S	S	S	S	S
Healthy Me	S	S	S	S	S	S
Relationships	S	S	S	S	S	S
Changing Me	S	S	S	S	S	S

Year One	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Being Me in My World	S	S	S	S	S	S
Celebrating Difference	S	S	S	S	S	S
Dreams and Goals	S	S	S	S	S	S
Healthy Me	S	S	S	S	S	S
Relationships	S	S	S	S	S	S
Changing Me	S	PS	S	NS	S	S



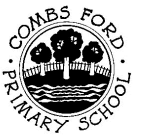
Year Two	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Being Me in My World	S	S	S	S	S	S
Celebrating Difference	S	S	S	S	S	S
Dreams and Goals	S	S	S	S	S	S
Healthy Me	S	S	S	S	S	S
Relationships	S	S	S	S	S	S
Changing Me	NS	S	S	NS	S	S

Year Three	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Being Me in My World	S	S	S	S	S	S
Celebrating Difference	S	S	S	S	S	S
Dreams and Goals	S	S	S	S	S	S
Healthy Me	S	S	S	S	S	S
Relationships	S	S	S	S	S	S
Changing Me	NS	NS	NS	NS	S	S



Year Four	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Being Me in My World	S	S	S	S	S	S
Celebrating Difference	S	S	S	S	S	S
Dreams and Goals	S	S	S	S	S	S
Healthy Me	S	S	S	S	S	S
Relationships	S	NS	NS	S	NS	S
Changing Me	NS	NS	NS	S	S	S

Year Five	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Being Me in My World	S	S	S	S	S	S
Celebrating Difference	S	S	S	S	S	S
Dreams and Goals	S	S	S	S	S	S
Healthy Me	S	S	S	S	S	S
Relationships	S	S	S	S	S	S
Changing Me	S	S	PS	NS	PS	S



Year Six	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Being Me in My World	S	S	S	S	S	S
Celebrating Difference	S	S	S	S	S	S
Dreams and Goals	S	S	S	S	S	S
Healthy Me	S	S	S	S	S	S
Relationships	S	PS	NS	S	S	S
Changing Me	S	PS	NS	NS	S	S