# The Good Shepherd Trust School Relationships, Sex and Health Education Policy

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools and subsidiary organisations.

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| Date adopted: | October 2023 | | Last reviewed: | October 2022 |
| Review cycle: | Annually | | Is this policy statutory? | Yes |
| Approval: | Trust board | | Author: | Paul Kennedy |
| Local approval*: | | | Local author*: | |
| Next review Date | October 2024 | | | |

* only for policy/procedures that are templates and require local adaptation. Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

## Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

| Revision No. | Date | Revised by | Approved date | Comments |
|---|---|---|---|---|
| 1 | 02/10/23 | S Glenister and T Morgan | 11/10/23 | 4. SAFEGUARDING<br>Staff have an important role to play in modelling positive behaviours and any negative pupil behaviour or language, following an RSE session when children are discussing sensitive issues, will be followed up in line with both our RSE and Relationship policies. |
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We have based our school's Relationships, Sex and Health Education (RSE) Policy on the DfE Statutory guidance for all schools 2020, with reference to the Equalities Act 2010.

In this document, the aim of RSE is defined as:

*'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.'*

At Ashley School, we believe that the responsibility of RSE is a shared role between parents/carers and school. RSE promotes self-esteem, emotional health and wellbeing and helps pupils form and maintain worthwhile relationships, based on respect for themselves and others, at home, school, work and in the community.

## 1. AIMS

- To complement and support the work of parents.
- To prepare pupils to cope with the physical and emotional demands of growing up.
- To give pupils an understanding of human reproduction.
- To support the personal and social development of all the pupils.
- To offer balanced and factual information appropriate to the age and maturity of the pupils, acknowledging the moral and ethical issues involved.
- To provide the best possible provision for all pupils, irrespective of disability educational needs, race, nationality ethnic or national origin, religion or sexual orientation

## 2. DELIVERY OF RSE

RSE is taught as a whole school approach using Jigsaw PSHE, this provides a detailed and comprehensive scheme of learning for ages 4-11. Jigsaw is a unique, age appropriate, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them to really know and value who they are and understand how they relate to other people in this ever-changing world. This is supported by the PHSE Association and National Curriculum (DfE) resources to ensure the National Curriculum is fully covered throughout the school. The PSHE leaders are responsible for updating the curriculum and Phase Leaders are responsible for ensuring teachers are covering the material.

The teaching of all RSE is set within a clear, balanced, sensitive and moral framework in which pupils are encouraged to consider the importance of respect, acceptance of responsibility, sensitivity, self, restraint, loyalty and fidelity.

Extra care is taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework needs careful management.

Teachers will deliver RSE through programmes appropriate to each year group and level of physical and emotional maturity. It's crucial that sex education content covers the development of both male and female pupils so that all individuals are prepared to transition into adolescence. As pupils mature and, in an age, appropriate manner teachers will start to introduce more information about puberty changes and menstruation

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

For more information about our RSE curriculum, see Appendix 1. For the termly overview, see Appendix 3.

## 3. RESOURCES

At Ashley, we use the following documents and resources to support our teaching and learning:

- Valuing all God's Children
- Jigsaw the mindful approach to PHSE
- The Good Shepherd Trust RSHE Statement of Intent.
- PSHE Association scheme of work
- DfE RSE Guidance

## 4. SAFEGUARDING

In teaching Relationships Education and RSE, Ashley will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Ashley will ensure that they comply with the relevant provisions of the Equality Act 2010.

Staff have an important role to play in modelling positive behaviours and any negative pupil behaviour or language, following an RSE session when children are discussing sensitive issues, will be followed up in line with both our RSE and Relationship policies.

Children are expected to be increasingly responsible for and aware of safety issues in RSE as they progress through the school. If a child divulges sensitive information, staff will take the necessary action and follow the school's Child Protection and Safeguarding policy.

## 5. ASSESSMENT AND MONITORING

Sex Education is monitored in line with the school's monitoring policy. PSHE and Science co-ordinators have responsibility for monitoring the effectiveness of the planning and organisational procedures of sex education that form part of the curriculum responsibility. This is

through evaluations of planning and delivery of the scheme of work covered, differentiation, as well as staff development needs.

Children are encouraged to reflect on, evaluate and feedback on their sex and relationships education, as appropriate.

## 6. SPECIAL EDUCATIONAL NEEDS

All children will have access to RSE activities wherever possible. Teachers will always help pupils facing personal difficulties and ensure all children, including those with SEND are able to access the curriculum fully.

Working in partnership with parents and carers is a very important strand of effective RSE. Parents of pupils with SEND may face challenging issues at home that are relevant to RSE. Teachers will share information about what the school is providing in RSE and provide opportunities for further discussion and support with individual parents.

## 7. EQUAL OPPORTUNITIES

All pupils will have access to RSE regardless of gender, culture or race.  Where pupils have a disability, every step will be taken to ensure that their progress and participation is in no way hindered by their disability.

## 8. RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from some or all of sex education (non-statutory/non-science) delivered as part of statutory RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

## 9. REVIEW OF POLICY

This policy will be updated every year as part of the cycle of policy reviews.

# Appendix1

By the end of primary school pupils should know:

| Families and people who care for me | **Pupils should know** <br> • that families are important for children growing up because they can give love, security and stability. <br> • 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. <br> • 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. <br> •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. <br> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <br> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
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| **Caring friendships** | **Pupils should know** <br> • how important friendships are in making us feel happy and secure, and how people choose and make friends. <br> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <br> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <br> • 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. <br> • 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** | **Pupils should know** <br> • the importance of being inclusive and 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. <br> • practical steps they can take in a range of different contexts to improve or support respectful relationships. <br> • the conventions of courtesy and manners. <br> • the importance of self-respect and how this links to their own happiness. <br> • 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 |

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| | of bystanders (primarily reporting bullying to an adult) and how to get help.<br>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.<br>• the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| **Online relationships** | **Pupils should know**<br>• that people sometimes behave differently online, including by pretending to be someone they are not.<br>• 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.<br>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>• how critically to consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br>• how information and data is shared and used online. |
| **Being safe** | **Pupils should know**<br>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>• 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.<br>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br>• how to recognise and report feelings of being unsafe or feeling bad about any adult.<br>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.<br>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br>• where to get advice e.g. family, school and/or other sources. |
| **Mental wellbeing** | **Pupils should know**<br>• that mental wellbeing is a normal part of daily life, in the same way as physical health.<br>• 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.<br>• 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.<br>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.<br>• 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 is very important for children to discuss their feelings with an adult and seek support.<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.<br>• 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 about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).<br>• 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. |
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| **Internet safety and harms** | **Pupils should know**<br>• that for most people the internet is an integral part of life and has many benefits.<br>• 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.<br>• 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.<br>• why social media, some computer games and online gaming, for example, are age restricted.<br>• 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.<br>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>• where and how to report concerns and get support with issues online. |
| **Physical health and fitness** | **Pupils should know**<br>• the characteristics and mental and physical benefits of an active lifestyle.<br>• 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.<br>• the risks associated with an inactive lifestyle (including obesity).<br>• how and when to seek support including which adults to speak to in school if they are worried about their health. |
| **Healthy eating** | **Pupils should know**<br>• what constitutes a healthy diet (including understanding calories and other nutritional content).<br>• the principles of planning and preparing a range of healthy meals.<br>• 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** | **Pupils should know**<br>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| **Health and prevention** | **Pupils should know**<br>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. |

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| | • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>• the facts and science relating to allergies, immunisation and vaccination |
| **Basic first aid** | **Pupils should know:**<br>• how to make a clear and efficient call to emergency services if necessary.<br>• concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| **Changing adolescent body** | **Pupils should know:**<br>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br>• about menstrual wellbeing including the key facts about the menstrual cycle. |

All staff will use the correct terminology for all parts of the body contained within the resources.

# Appendix 2

Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent/carer | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

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| TO BE COMPLETED BY THE SCHOOL | |
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| Agreed actions from discussion with parent/carer | |
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# Appendix 3 – Jigsaw curriculum overview

## Jigsaw PSHE 3 -11/12 Content Overview



| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| **Ages 3-5 (F1-F2)** | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself | Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations |
| **Ages 5-6** | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the Learning Charter | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone | Setting goals<br>Identifying successes and achievements<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/safety with household items<br>Road safety<br>Linking health and happiness | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |
| **Ages 6-7** | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends | Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success | Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition |
| **Ages 7-8** | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments | Difficult challenges and achieving success<br>Dreams and ambitions<br>New challenges<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning processes<br>Managing feelings<br>Simple budgeting | Exercise<br>Fitness challenges<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe and why it's important online and off line scenarios<br>Respect for myself and others<br>Healthy and safe choices | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Being a global citizen<br>Being aware of how my choices affect others<br>Awareness of how other children have different lives<br>Expressing appreciation for family and friends | How babies grow<br>Understanding a baby's needs<br>Outside body changes<br>Inside body changes<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition |

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| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| **Ages 8-9** | Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions | Hopes and dreams<br>Overcoming disappointment<br>Creating new, realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes | Healthier friendships<br>Group dynamics<br>Smoking<br>Alcohol<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting on and Falling Out<br>Girlfriends and boyfriends<br>Showing appreciation to people and animals | Being unique<br>Having a baby<br>Girls and puberty<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change |
| **Ages 9-10** | Planning the forthcoming year<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Material wealth and happiness<br>Enjoying and respecting other cultures | Future dreams<br>The importance of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation | Smoking, including vaping<br>Alcohol<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour | Self-recognition and self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and gambling<br>Reducing screen time<br>Dangers of online grooming<br>SMARRT internet safety rules | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>Conception (including IVF)<br>Growing responsibility<br>Coping with change<br>Preparing for transition |
| **Ages 10-11** | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments | Taking personal responsibility<br>How substances affect the body<br>Exploitation, including 'county lines' and gang culture<br>Emotional and mental health<br>Managing stress | Mental health<br>Identifying mental health worries and sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use | Self-image<br>Body image<br>Puberty and feelings<br>Conception to birth<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition |
| **Ages 11-12 (Scotland)** | Personal identity<br>What influences personal identity<br>Identify personal strengths<br>How do others see me?<br>Group identity<br>My growing sense of personal identity and independence<br>Online and global identity<br>Expectations | Assertiveness<br>Prejudice and discrimination<br>My values and those of others<br>Challenging stereotypes<br>Discrimination in school<br>How prejudice and discrimination fuels bullying<br>Being inclusive | What are my dreams and goals?<br>Steps to success<br>Coping when things don't go to plan<br>Rewarding my dreams<br>Intrinsic and extrinsic motivation<br>Keeping my dreams alive<br>How dreams and goals change in response to life | Healthy choices about my emotional health<br>Managing stress<br>Manging my choices around substances<br>Managing my nutritional choices<br>Medicines and immunisation<br>Healthy choices about physical activity and rest/sleep | My changing web of friendships<br>Support I need now and in the future<br>Developing positive relationships<br>What external factors affect relationships, e.g. media influences?<br>Assertiveness in relationships<br>The changing role of families | My changing body and feelings<br>What is self-image?<br>Coping during times of change<br>My changing ways of thinking<br>Managing my changes in mood<br>Moving forwards into my next year of education |