



RSHE POLICY

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Person(s) Responsible for Review:	Head of Learning for Life (EI) and SLT (VF)

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This Policy has been developed in conjunction with the Learning for Life (PSHEE/PSED) Policy.

Relationship Sex and Health Education (RSHE)

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). There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in [The Education \(Independent School Standards\) Regulations 2014](#). Independent schools may find the DfE guidance on Relationships Education, Sex Education and Health Education useful in planning an age-appropriate curriculum.

All primary schools are legally obliged to have an up-to-date policy for RSE that describes the content and organisation of RSE. In primary schools, if the decision is taken to teach sex education beyond Relationships and Health Education and National Curriculum for 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.

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 wellbeing. This is why the DfE recommends:

“... 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).

This policy should be read in conjunction with our Learning for Life (PSHEE/PSED) Policy.



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 expected outcomes for each of these elements can be found further on in this policy. The Jigsaw Programme provides the framework on which our Learning for Life lessons are structured. The way the Jigsaw Programme covers each of the Relationships Education topics 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 expected outcomes for each of these elements can be found further on in this policy. 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. Other areas of the school curriculum such as PE, Computing and Enrichment will also cover this.

Also, teaching children about puberty is 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).



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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 The Manor, we believe children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the Jigsaw guidance as part of the Summer 2 unit, Changing Me. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Parents’ right to request their child be excused from Sex Education

“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.8 and p.17

At The Manor, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw Learning for Life (PSHEE/PSED) Programme in the ‘Changing Me’ Puzzle. Therefore parents do not have the right to withdraw their child from these lessons. It is also a statutory requirement of the National Curriculum for Science.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the Learning for Life lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of



statutory RSE. Before granting any such request, the Head, as well as the Deputy Head Pastoral and/or Head of Learning for Life, should discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits of receiving this important education and any detrimental effects that withdrawal might have on the child should be considered very carefully. These could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their SEND into account when making this decision. As The Manor educates children of primary school age, the Head will automatically grant a request to withdraw a pupil from any sex education, other than as part of the science curriculum.

Any child who is withdrawn from these lessons, will be provided with purposeful education during their period of withdrawal.

Should parents wish to discuss the content of the curriculum then they should contact Miss Eleanor Ingram (Head of Learning for Life) eingram@manorprep.org or Mr Varun Footring (Deputy Head Pastoral) vfootring@manorprep.org

Managing difficult questions

We are aware that primary-age children will often ask their teachers and other adults questions pertaining to sex or sexuality which go beyond that which is set out in our RSHE curriculum. Children of the same age may be developmentally at different stages, leading to differing types of questions and behaviours and our teaching of RSHE will account for these differences (including where these are due to specific special educational needs or disabilities) through offering the potential for discussion on a one-to-one basis or in small groups as appropriate.

As questions arise, staff will consider what is appropriate and inappropriate in a whole-class setting and we recognise that teachers may require support and training in answering questions that are better not dealt with in front of a whole class. The children are also reminded that each class has a "worry box" in which they can leave any questions they might have. These can be named or anonymous; the teacher will then decide on the best way to respond.

When answering questions, teachers are not expected to go beyond what is set out in the Jigsaw RSHE curriculum plans and they should ask for support from the Head of Learning for Life or Deputy Head Pastoral if they feel the answer to a child's question is not appropriate for their developmental stage.



Whole School Approach

RSHE is led by the Head of Learning for Life, supported by the Deputy Head Pastoral and the Senior Leadership Team. The individual lessons will be taught by the class teachers for each form group during their Learning for Life lessons.

RSHE at The Manor is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, our RSHE curriculum complements and is supported by our 'Behaviour Policy', 'Racial Equality and Cultural Diversity Policy', 'Fundamental British Values Policy', 'Anti-Bullying Policy', 'Safeguarding Policy' and 'Spiritual, Moral, Social and Cultural Development Policy.'

The subjects covered within RSHE sit within the context of The Manor's broader ethos and our pastoral care system. This is also the case for our teaching about mental health within RSHE. Our teaching on health education is complemented and supported by our wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activities and school food.

We believe that our teaching of RSHE will help support the development of important attributes in our children such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. Our Jigsaw curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development and we will continually review and adapt the curriculum in response to issues as they arise in school and the wider community.

Monitoring and Review

The Education and Welfare Committee of the Governing Board monitors this policy on an annual basis. This committee reports its findings and recommendations to the full Governing Board, as necessary, if the policy needs modification. The Education and Welfare Committee gives serious consideration to any comments from parents about the RSHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. Parents are consulted on their views on an annual basis. Parents may also be invited to attend meetings where the curriculum is explained and they are invited to ask any questions they may have. Teaching staff and pupils will also be given the opportunity to offer feedback on the curriculum to help inform future planning.

As well as fulfilling their legal obligations, the Governing Board should also make sure that:

- all pupils achieve the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;



- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Equality

This policy will inform the school's Equal Opportunities Policy.

The DfE Guidance 2019 (p.15) states, *“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”*

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At The Manor we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious



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or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation, as to how we approach LGBT relationships in our RSHE Programme please see '*Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?*'. This is provided to parents upon request by the Head of Learning for Life or Deputy Head Pastoral.

We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2024 when planning for this subject. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. We take into account that some of these children may be more vulnerable to exploitation, bullying and other issues on account of their SEND and will plan for this accordingly as per the needs of individual children.

Assessment

Whilst there is no formal examined assessment for these subjects, children will be continuously monitored and assessed during lessons by the class teacher. This will help form the basis for any follow up sessions if needed. Children will use the time at the end of the lessons to reflect upon their learning. In Years 4-6, children complete surveys in the Summer Term to give feedback to their teachers on understanding of the 'Changing Me' topic and also give feedback on their experiences of learning RHSE, to help us in reviewing the effectiveness of the curriculum.

Differentiated Learning

The mindfulness approach that we use across each lesson allows pupils of all abilities to access the learning. Where teachers recognise that children may need different approaches or provision to access the learning objectives, a differentiated approach is used; this may be through use of differentiated resources and/or additional adult support. Staff are also able to access alternative activities in the 'Community Area' of the Jigsaw website.

Safeguarding

Through RSHE, we will teach our children the knowledge they need to report abuse, including emotional, physical and sexual abuse as part of our whole school approach to safeguarding children. At The Manor, this will be delivered in an age-appropriate way by focussing on boundaries and privacy, ensuring that children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. We teach children to know that they can report concerns to any member of staff they feel comfortable with as well as key pastoral members of staff outside of form teachers including as the Heads of Section, the Deputy Head



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Pastoral, Deputy Head Academic, SENCO, School Nurse and Head. Throughout the RSHE curriculum, we will balance teaching children about making sensible decisions to stay safe, including online, whilst being clear that it is never the fault of the child who is abused. The RSHE curriculum also covers, at an age-appropriate level, the key preventative education topics outlined in 'Keeping Children Safe in Education'.

Supporting Documents:

[Learning for Life Policy](#)

[Jigsaw PSHE Overview Map](#)

[Jigsaw RSHE Overview Map](#)