



Learn, Endeavour, Aspire, Respect, Nurture

Oxspring Primary School

Head Teacher: Mrs S. Irwin

Co- Chair of Governors: Mr M. Cassidy and Mrs G. Mahoney

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RSHE Policy



Oxspring Primary School

RSHE Policy

Our School's Mission: 'To be a learning community with a culture of ambition and achievement'

Our Vision: 'Embracing Learning - a school for all'

Our motto: 'Learn, Endeavour, Aspire, Respect, Nurture'

Our Values:



RSHE policy

At Oxspring, RSHE encompasses safe guarding, health and wellbeing, preparation to adulthood, positive relationships and responsibility. The opening paragraph of the Department for Education guidance states: “Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” (DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Jigsaw scheme of learning

Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education) is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing. At Oxspring we are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled. The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence.

The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

From September 2020, Relationships, Sex and Health Education became compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019): Relationships Education (Families and people who care for me, Mental wellbeing, Caring, Friendships, Internet safety and harms and Respectful Relationships) and Health Education (Physical health and fitness, Online Relationships, Healthy Eating, Being safe Drugs, alcohol and tobacco, Health and prevention, Basic first aid and Changing adolescent body)

The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings). This is covered in Year 5 Science – Living things where pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants and sexual reproduction in animals. So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do not have the right to withdraw their children from these subjects.

Parents' right to withdraw from Sex Education lessons

Parents do have the right to withdraw their child from Sex Education taught through RSHE. The term Sex Education at Primary school level means human reproduction. This will be taught through the Science curriculum but if it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons. 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.'

The DfE go on to state that before granting any such request it would be good practice for the Headteacher to 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. As a school, we will document this process to ensure a record is kept - this will be done via CPOMs. The DfE suggests that good practice is also likely to include the Headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This 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.

Units of learning included in RSHE and the progression

Below are the units from the Jigsaw scheme that include RSHE. These are Healthy Me, Relationships and Changing Me. Both of these units will typically be taught in the Summer Term however, should the teacher feel that certain issues need to be taught or delivered sooner than this may be taught sooner and tailored to the needs of the pupils. As a school we have consulted with parents, with regards to the content to be taught in the Changing Me units and have adapted the learning to suit the children at our school.

SPRING 2 – Healthy Me

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To understand that they need to exercise to keep my body healthy.</p> <p>To know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>To know what the word 'healthy' means and that some foods are healthier than others.</p> <p>To know how to help myself go to sleep and understand why sleep is good for themselves.</p> <p>To can wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet.</p> <p>To know what a stranger is and how to stay safe if a stranger approaches them.</p>	<p>To understand the difference between being healthy and unhealthy, and know some ways to keep themselves healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep themselves clean and healthy, and understand how germs cause disease/illness</p> <p>Know that all household products including medicines can be harmful if not used properly</p> <p>To understand that medicines can help them if they feel poorly and to know how to use them safely</p> <p>Know how to keep safe when crossing the road, and about people who can help them to stay safe</p> <p>To tell you why they think their body is amazing and to identify some ways to keep it safe and healthy</p>	<p>Know what they need to keep their body healthy</p> <p>To show or tell you what relaxed means and to know some things that make them feel relaxed and some that make them feel stressed</p> <p>To understand how medicines work in their body and how important it is to use them safely</p> <p>To sort foods into the correct food groups and know which foods my body needs every day to keep themselves healthy</p> <p>To make some healthy snacks and explain why they are good for their body</p> <p>to decide which foods to eat to give their body energy</p>	<p>To understand how exercise affects their body and know why their heart and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar they put into my body will affect their health</p> <p>To tell you their knowledge and attitude towards drugs</p> <p>To identify things, people and places that they need to keep safe</p> <p>To know some strategies for keeping themselves safe, who to go to for help and how to call emergency services</p> <p>To identify when something feels safe or unsafe</p> <p>To understand how complex their body is and how important it is to take care of it</p>	<p>To recognise how different friendship groups are formed, how they fit into them and the friends they value the most</p> <p>To understand there are people who take on the roles of leaders or followers in a group, and to know the role they take on in different situations</p> <p>To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>To recognise when people are putting them under pressure and to explain ways to resist this when they want</p> <p>To know themselves well enough to have a clear picture of what they believe is right and wrong</p>	<p>To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>To know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations</p>	<p>To take responsibility for their health and make choices that benefit their health and well-being</p> <p>To know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>To understand that some people can be exploited and made to do things that are against the law</p> <p>To know why some people join gangs and the risks this involves</p> <p>To understand what it means to be emotionally well and explore people's attitudes towards mental health/illness</p> <p>To recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse</p>

SUMMER 1 – Relationships

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To identify some of the jobs they do in their family.</p> <p>To know how to make friends to stop themselves from feeling lonely.</p> <p>To think of ways to solve problems and stay friends.</p> <p>To start to understand the impact of unkind words.</p> <p>To use Calm Me Time to manage my feelings.</p> <p>Know how to be a good friend.</p>	<p>To identify the members of their family and understand that there are lots of different types of families</p> <p>To identify what being a good friend means to them</p> <p>Know appropriate ways of physical contact to greet their friends and know which ways they prefer</p> <p>Know who can help them in the school community</p> <p>To recognise their qualities as a person and a friend</p> <p>To tell you why they appreciate someone who is special to them</p>	<p>To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>To identify some of the things that cause conflict with my friends</p> <p>To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>To recognise and appreciate people who can help me in my family, my school and my Community</p> <p>To express my appreciation for the people in my special relationships</p>	<p>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>To identify and put into practice some of the skills of friendship</p> <p>Know and use some strategies for keeping myself safe online</p> <p>To explain how some of the actions and work of people around the world help and influence my life</p> <p>To understand how my needs and rights are shared by children around the world and to identify how our lives may be different</p> <p>To know how to express my appreciation to my friends and family</p>	<p>To recognise situations which can cause jealousy in relationships</p> <p>To identify someone I love and express why they are special to me</p> <p>To tell you about someone I know that I no longer see</p> <p>To recognise how friendships change, know how to make friends and how to manage when I fall out with my friends</p> <p>To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>Know how to show love and appreciation to the people and animals who are special to me</p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>To understand that belonging to an online community can have positive and negative Consequences</p> <p>To understand there are rights and responsibilities in an online community or social network</p> <p>Know there are rights and responsibilities when playing a game online</p> <p>To recognise when I am spending too much time using devices (screen time)</p> <p>To explain how to stay safe when using technology to communicate with my friends</p>	<p>To know that it is important to take care of my mental health</p> <p>To know how to take care of my mental health</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>To recognise when people are trying to gain power or control</p> <p>To judge whether something online is safe and helpful for me</p> <p>To use technology positively and safely to communicate with my friends and family</p>

SUMMER 2 – Changing Me

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can name parts of the body.</p> <p>I can tell you some of the things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p>	<p>To start to understand the life cycles of animals and humans</p> <p>To tell you some things about me that have changed and some things about me that have stayed the same</p> <p>Know how my body has changed since I was a baby</p> <p>To respect my body and understand which parts are private</p> <p>To understand that every time I learn something new I change a little bit</p> <p>To tell you about changes that have happened in my life</p>	<p>To recognise cycles of life in nature</p> <p>To tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>To recognise the physical differences between boys and girls and appreciate that some parts of my body are private.</p> <p>To understand there are different types of touch and tell you which ones I like and don't like</p> <p>To identify what I am looking forward to when I move to my next class</p>	<p>To understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby</p> <p>To understand what a baby needs to live and grow</p> <p>To recognise the physical differences between boys and girls</p> <p>To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>To identify what I am looking forward to when I move to my next class</p>	<p>To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>Identify how boys' and girls' bodies change on the outside</p> <p>To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>To correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>Know how the circle of change works and can apply it to changes I want to make in my Life</p> <p>To identify changes that have been and may</p>	<p>To be aware of my own self-image and how my body image fits into that</p> <p>To explain how a girl's body changes during puberty and understand the importance of looking after myself physically and Emotionally</p> <p>To describe how boys' and girls' bodies change during puberty</p> <p>To understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>Understand that sometimes people need IVF to help them have a baby</p> <p>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>To identify what I am looking forward to when I move to my next class</p>	<p>To be aware of my own self-image and how my body image fits into that</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>To be aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class</p>

				continue to be outside of my control that I learnt to accept		
				To identify what I am looking forward to when I move to a new class		

Please note that the units in the Changing Me progression plan that are highlighted are areas in the PSHE jigsaw scheme which cover Sex Education. **These are the areas and lessons that parents have the right to withdraw from.**

Changing Me unit - further information

Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. A teacher in school will deliver the lesson on Sex Education.

Ages 3-5 Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies and that some body parts are private

Ages 6-7 Boys' and girls' bodies and that some body parts are private and why this is.

Ages 7-8 How babies grow up and how boys' and girls' bodies change as they grow older. Introduction to the correct names of body parts.

Ages 8-9 Internal and external reproductive body parts. Conception explained in simple terms. Introduction to puberty and menstruation.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams.

Correct terminology for body parts is introduced in Year 3 to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. Puberty is introduced gradually in Year 4 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried. Conception is introduced age-appropriately in Year 4 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-

appropriately covered in Year 6. Where appropriate some lessons may be delivered in more detail to groups such as menstruation so that children feel safe to ask questions.

Information for Parents

Parents should be given every opportunity to understand the purpose and content of RSHE units of learning. In light of this, parents will be informed and aware of the content of each unit via this policy which will be published on our school website. The right to withdraw, where applicable, will also be shared with parents via letters in advance of the specific RSHE units being taught, as well as the details within this policy. Prior to the teaching of the Changing Me unit, parents will be informed as to the content that their child will be taught and will also have the opportunity to view the relevant materials if they request to do so.

How delivery of the content will be made accessible to all pupils

Before the delivery of any RSHE content, the teacher will always ensure that it is appropriate for all pupils. If under some circumstances the content may not be appropriate for a child due to SEND or other circumstances, then a consultation with parents will take place and appropriate materials will be adapted.

LGBT Content

All pupils will be taught LGBT content at a timely point appropriate to the curriculum and the needs of the children. The Jigsaw scheme resources include images of many different family compositions in lessons on family relationships. It will be the teachers' responsibility to teach LGBT content as and when appropriate.

Below is the progression map for the Jigsaw unit – Relationships. Highlighted is the content where conversations with children may arise with LGBT content.

SUMMER 1 – Relationships						
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To identify some of the jobs they do in their family.	To identify the members of their family and understand that there are lots of different types of families	To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	To recognise situations which can cause jealousy in relationships	To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	To know that it is important to take care of my mental health
To know how to make friends to stop themselves from feeling lonely.	To identify what being a good friend means to them		To identify and put into practice some of the	To identify someone I love and express why they are special to me	To understand that belonging to an online	To know how to take care of my mental health To understand that there are different stages of

To think of ways to solve problems and stay friends.	Know appropriate ways of physical contact	To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	skills of friendship	To tell you about someone I know that I no longer see	community can have positive and negative Consequences	grief and that there are different types of loss that cause people to grieve
To start to understand the impact of unkind words.	to greet their friends and know which ways they prefer		Know and use some strategies for keeping myself safe online	To recognise how friendships change, know how to make friends and how to manage when I fall out with my friends	To understand there are rights and responsibilities in an online community or social network	To recognise when people are trying to gain power or control
To use Calm Me Time to manage my feelings.	Know who can help them in the school community	To identify some of the things that cause conflict with my friends	To explain how some of the actions and work of people around the world help and influence my life		Know there are rights and responsibilities when playing a game online	To judge whether something online is safe and helpful for me
Know how to be a good friend.	To recognise their qualities as a person and a friend	To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	To understand how my needs and rights are shared by children around the world and to identify how our lives may be different	To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older		To use technology positively and safely to communicate with my friends and family
	To tell you why they appreciate someone who is special to them	To recognise and appreciate people who can help me in my family, my school and my Community	To know how to express my appreciation to my friends and family	Know how to show love and appreciation to the people and animals who are special to me	To recognise when I am spending too much time using devices (screen time)	
		To express my appreciation for the people in my special relationships			To explain how to stay safe when using technology to communicate with my friends	

LGBT content will be taught with the delivery of the Jigsaw PSHE scheme for learning and not as a standalone lesson. Teachers will be 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 these areas of the curriculum.

How the policy has been produced

This policy has been written by the PSHE Lead with consultation of the Headteacher, staff and the Governors. It will be reviewed annually and in light of any changes to the curriculum in the future.

Policy written by E Wright (RSHE / PSHE Leader) Written in April 2021, Reviewed May 2022.