



Coastal Learning  
PARTNERSHIP

## Personal, Social, Health Education Policy including Relationships, Sex and Health Education

Policy Ratified:	May 2024
Review Date:	March 2025

### Vision and Values

Knowing we are LOVED and through loving others, we live and learn  
with COURAGE and HOPE.

Through our core Christian values of Love, Courage and Hope, we aim to create an environment in which every child feels safe, secure and flourishes. Within a place of kindness, they will grow into individuals who believe in themselves and know that they are an important part of their community. They will show love and respect for themselves, others and the environment. Given outstanding opportunities for learning, they will have the drive to take on new challenges, the resilience to cope with life's hurdles and know that they can learn from mistakes made. By fostering positive relationships with themselves and others, our community will be empowered to be the best they can be, value everyone as individuals and embrace new challenges today and in the future.

<b>Lead Officer:</b>	Headteacher
<b>Indicate whether the document is for public access or internal access only</b> (Strikethrough text, as appropriate)	Public Access – PDF copy to be posted on school's website
<b>Summary/Description:</b>	
This policy is informed by: <ul style="list-style-type: none"><li>• Department for Education (DfE) guidance on 'Relationships, Sex and Health Education Preventing and tackling bullying: Advice for head teachers, staff and governing bodies' (July 2013, updated 2017)</li><li>• 'DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies' (September 2012)</li><li>• 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' (July 2019)</li><li>• 'Keeping Children Safe in Education' (September 2022)</li><li>• 'Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities' (revised June 2014)</li><li>• 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' Church of England Education Office (second edition updated summer 2019)</li><li>• The 'Jigsaw PSHE policy' for Church of England Schools (2019)</li></ul>	

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### Church of England Vision for Education

Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.

In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.

**Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

## **Section 1**

### **Introduction**

1. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a Personal, Social, Health Education (PSHE) curriculum:
  - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
  - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
2. An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary school a statutory subject. The DfE guidance on Relationships, Health and Sex Education for governing bodies became active in September 2020.
3. At St. Luke's Primary School we choose to deliver PSHE and Relationships, Sex and Health Education (RSHE) through the Jigsaw PSHE programme and we are confident that the Jigsaw Programme covers all aspects of RSHE within the context of a full PSHE programme in an age-appropriate way. The Jigsaw programme update policy ensures that we are always using the most up to date teaching materials and that all statutory duties are fulfilled. The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.
4. All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. This policy is available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

### **Aims**

5. To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
6. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Curriculum intent:**

7. Relationships, Sex and Health Education complement several national curriculum subjects. At St. Luke's we will look for opportunities to draw links between the subjects and integrate teaching where appropriate. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty (which we begin teaching in PSHE at Year 3). The national curriculum for computing covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support. The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

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8. At St. Luke's we will carefully consider how we can ensure that Relationships, Sex and Health Education, complement existing national curriculum subjects and whole school approaches to wellbeing and health.
9. Through the Jigsaw PSHE programme we will support the development of the skills, attitudes, values and behaviour embedded in our school ethos, enabling pupils to:
- Have a sense of purpose
  - Value self and others
  - Form relationships
  - Make and act on informed decisions
  - Communicate effectively
  - Work with others
  - Respond to challenge
  - Be an active partner in their own learning
  - Be active citizens within the local community
  - Explore issues related to living in a democratic society
  - Become healthy and fulfilled individuals
10. Jigsaw covers all areas of PSHE for Reception to Year Six as follows:

Term	Puzzle name	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 diversity.
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.

**Curriculum implementation**

11. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. Teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it. It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

12. Jigsaw PSHE brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.
13. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.
14. Each Piece (lesson) has two learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.
15. All teachers are responsible for the delivery of Jigsaw PSHE.  
The PSHE leader is responsible for the monitoring and evaluation of Jigsaw PSHE.

#### **Differentiation/SEND**

16. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each Piece (lesson) to meet the needs of the children in their class, including 'ways in' to ensure the key learning can be accessed and understood. To support this, many Jigsaw Pieces (lessons) include creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

#### **Safeguarding**

17. Teachers are aware that sometimes disclosures may be made during lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

#### **External contributors**

18. External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Members of the clergy or church groups may also be called upon. Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

#### **Teaching Sensitive and Controversial Issues**

19. Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

20. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

**Answering Difficult Questions and Sensitive Issues**

21. Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw PSHE. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.
22. Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion in this area and refer to the Designated safeguarding Lead if they are concerned.
23. St. Luke's believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

The DfE guidance states that, 'in all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.' DfE guidance – pg 13 section 22

'In teaching Relationships Education and RSE, 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 that they comply with the relevant provisions of the Equality Act 2010' – DfE guidance pg 15 section 36

**Involving parents and carers and pupils**

24. The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:
- \* Parent/carer Jigsaw awareness session
  - \* Parents'/carers' evenings
  - \* Involvement in policy development
  - \* Involvement in curriculum development
  - \* Information leaflets/displays
25. It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
26. Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

### **Monitoring and evaluation**

27. The PSHE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:
- Pupil and teacher evaluation of the content and learning processes
  - Staff meetings to review and share experience

## **Section 2**

### **Health Education including substance education, mental health education and safety education**

28. For all maintained schools, including academies, there is 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).
29. At St Luke's school, **we define Health Education as an understanding of how to maintain good physical health and mental wellbeing.** Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being. The aim of teaching children about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
30. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
31. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.
32. Our curriculum and teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We will engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
33. Schools have flexibility to design and plan age-appropriate subject content, but the DfE guidance sets out core areas for health and wellbeing that are appropriate for primary aged pupils.

### **Puberty and Menstruation**

34. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience. Lessons on puberty are taught during the Summer Term in Years 3, 4, 5 and 6 as part of the Jigsaw 'Changing Me' unit.
35. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum

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content, we will should also make sensitive arrangements to help girls prepare for and manage menstruation including requests for menstrual products.

36. As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. St. Luke's is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

#### **Physical Health and Mental Wellbeing**

37. Our focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
38. We start with teaching children about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
39. Teachers should talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
40. Pupils will also be taught the benefits of hobbies, interests and participation in their own communities and about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
41. A firm foundation in the benefits and characteristics of good health and wellbeing will enable our teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

### **Section 3**

#### **Relationship and Sex Education**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). At St Luke's School, **we define Relationships Education in its simplest form as a person's interaction with themselves and others.** It is an essential part of the emotional, social and cultural development of pupils, which involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationship Education involves a combination of sharing information and exploring issues and values.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

At St Luke's Primary School, we define **Sex Education as understanding human reproduction** and we believe we need to teach Relationships and Sex Education which goes further than the Science

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curriculum. We teach RSE as part of our Jigsaw PSHE Programme as we believe this is the most appropriate for our children, with them being taught attitudes, values, skills and behaviour as well as knowledge needed for life long learning. It is important to note **that puberty work is now statutory and will therefore be taught within our PSHE scheme of work.**

42. 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 well-being. This is why the DfE recommend:

*"... 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).

43. This starts with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent.
44. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
45. From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
46. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will teach about how information and data is shared and used in all contexts, including online.
47. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.
48. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, in the individual. Alongside understanding the importance of self-respect and self-worth, children will be supported to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

49. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
50. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At St. Luke's this will focus on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. It should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Children will learn how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

#### **Compulsory aspects of Relationships and Sex Education**

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). Sex education is not compulsory in primary schools and the guidance focuses on Relationships education. However, the sex education contained in National Curriculum science is compulsory in maintained schools. It states:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'
- Children should learn 'how a baby is conceived and born' before they leave primary school

51. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. 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.
52. St. Luke's CE Primary School will consult with parents of children in Year Five and Six about the detailed content of what will be taught.
53. RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).
- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
  - When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty.
  - It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

### Equalities

54. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools.
55. Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”
56. *“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.”* (DfE, 2019)
57. The Church of England Document “Valuing all God’s Children”, 2019 states:  
*“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value”* (page 1)
58. *“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.”* (Page 6)
59. At St Lukes, we respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Sex and Health Education. Schools are not required to teach all the protected characteristics in every year group, however as a staff we give our pupils opportunity to develop age appropriate knowledge and understanding through a well planned and delivered curriculum. ‘Children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued’.

### Withdrawal from RSE lessons

“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

60. At St Luke’s School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE 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 PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.**

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

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The school will inform parents of this right within a letter, also inviting them to a RSHE parent information meeting prior to the Relationship and Changing Me Puzzle being taught. Parents are able to view materials and resources and discuss the content of RSHE lessons. Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Before granting any such request to withdraw a child from some or all of sex education delivered as part of statutory RSE, the head teacher and SMSC Leader will invite the parent/carer into school for a meeting to discuss the request and a record will be kept.

61. Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that RSE should: "Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world." (Page 34)

#### **Links with other policies**

62. RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:
- Behaviour (inc. Anti-Bullying) Policy
  - Data Protection Policy
  - Health and Safety Policy
  - IT and Communications Systems Policy (inc. E-safety)
  - RE Policy
  - Science Policy
  - Safeguarding/Child Protection Policy
  - Inclusion Policy inc. Special Educational Needs and Disabilities
  - Teaching and Learning policy

#### **The role of the Headteacher and Local Governing Body**

63. It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the Local Governing Body (LGB) will also make sure that:
- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
  - RSHE is well led, effectively managed and well planned;
  - the quality of RSHE 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
64. The headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

#### **Consultation**

65. Parents and carers have been consulted on the RSHE policy and have been given the opportunity to express their views, through an RSHE survey. Parents and carers have been given opportunity to view the draft policy and have been informed within this policy of the limits of their right to withdraw their child from sex education only and have the opportunity to do so within these limits. Teaching staff and

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Governors have been consulted with and given opportunity to view the materials and the changes to the policy. We have also consulted the diocese and used their recommendations within our policy to ensure it reflects our values as a faith school.

Pupil consultation is ongoing during the school year, with lesson drop ins about particular topics and talking to pupils. The children will be asked what they're learning about and gauge how much of it they understand. This can help staff identify what the curriculum should cover and when it should be taught.

### **Monitoring and Review**

66. The LGB monitors the RSHE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSHE programme that is taught within school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw PSHE materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

### **Policy Review**

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: May 2025		
Date of next review:	May 2026	

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships



## Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Being Me in My World</li> </ul>
<p><b>Respectful Relationships</b></p>	<ul style="list-style-type: none"> <li>• the importance of 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

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<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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 well-being or ability to control their emotions (including issues arising online).</li> <li>• 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.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

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<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>