



RSE and Health Education Policy 2024 2025

Holbeach Bank Academy

Relationships and Sex Education (RSE) Definition:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

Health Education Definition:

Education that promotes an understanding of how to build and maintain personal health, from physical, social and environmental health to mental health.



Introduction

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 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.

The Right Honourable Justine Greening, then-Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary compulsory through regulations. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary. They also make Health Education compulsory in all schools except independent schools.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers have been noted and this new curriculum will come into force in September 2020.

Across the academies, we have made the decision to follow the Jigsaw Programme of study for this subject. We are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled, at no cost.

This Jigsaw PSHE scheme of work is informed by existing DfE guidance on

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019)
- Preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)
- Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 Keeping Children Safe in Education, 2018)
- Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.



Aims and Objectives

At Holbeach Bank Academy we believe:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their locality, backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide enough information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.

This links to our views on RSE and Health Education:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities and sex education.
- RSE is an entitlement for all young people. Difference and diversity must be considered when delivering RSE.
- Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

We seek to enable our children to:

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop loving, caring relationships based on mutual respect.
- Name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- Understand the process of human reproduction.
- Understand the reasons for and benefits of delaying sexual activity.
- Be prepared for puberty and the emotional and physical effects of body changes.
- Understand the attitudes and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Have opportunities throughout their schooling to address RSE in an age-appropriate way.



Statutory Requirements

A. Relationships Education is statutory.

This consists of 32 outcomes that pupils should know 'by the end of primary school'. The outcomes are not broken down into what should be taught when, so schools need to decide how to build these into a spiral, age-appropriate scheme of work. As an academy, we are going to follow the Jigsaw Scheme of Work, outlined later in this policy.

Parents do NOT have the right to withdraw their children from Relationships Education as a whole, only certain aspects within, which is noted in section C.

B. Health Education is statutory.

This consists of 35 outcomes that pupils should know 'by the end of primary school'.

Work on learning about the changing body and puberty is statutory and parents do NOT have the right to withdraw their children from Health Education.

C. Sex Education is NOT statutory

Sex Education at Primary phase is NOT statutory. "Sex Education is not compulsory in primary schools" although, "the Department continues to recommend...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils".

This aspect of the RSE curriculum will be delivered in Years 5 and 6 following the Jigsaw guidance and will be offered as 'opt out' sessions as opposed to 'opt in' sessions. These sessions are generally taught within the summer term.



Topic Overview of RSE and Health Education

RSE and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions (Year 6) delivered by the pastoral team and class teacher.

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

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

We have planned a progressive curriculum appropriate to each age group using the scheme of work created by Jigsaw.



The objectives of the RSE Curriculum will be taught through designated lessons, circle time, focused events and health weeks. Other Curriculum areas, especially Science, RE and PE Enrichment activities, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Aforementioned, the academy is using the Jigsaw Scheme of Work which covers all areas of PSHE for the primary phase. All year groups will follow the same topic at the same time but accessing the content in an age appropriate manner.



The topics are as follows:

Term	Puzzle name	Content
Autumn 1	Being me in my world	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of looking at change



Teaching of RSE and Health Education

We will primarily be following the Jigsaw Programme but may also refer to the PSHE Association.

We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organization
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Ground Rules:

RSE and Health Education is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Jigsaw Organisation:

Jigsaw 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. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

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.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education 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.



Teaching Sensitive and Controversial Issues

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.

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.

Relationships Education can include LGBT relationships (which could be a sensitive topic), but schools need to consider three important aspects of the guidance:

1. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010...under which sexual orientation and gender reassignment are amongst the protected characteristics'
2. We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum
3. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure this content is fully integrated into their programmes of study for this area...rather than delivered as a stand-alone unit or lesson"

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE and Health Education-related issues are varied. However, while personal views are respected, issues are taught without bias using Jigsaw. 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.

Questions do not have to be answered directly, and can be addressed individually later. Our academies believe that individual teachers must use their skill and discretion in this area and refer to the Safeguarding officer if they are concerned.

Our academies believe that this curriculum should meet the needs of all pupils, answering appropriate questions and offering support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

Distancing Techniques:

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment.



External contributors:

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 will be carefully planned and monitored so as to fit into and complement the programme.

Teachers will always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will, as always, tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further aid differentiation for children in classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when designing and teaching these subjects.

Inclusion

We understand the importance of ensuring that all children in our academies receive their entitlement to RSE and Health Education. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering this curriculum. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- In relation to those with special educational needs or disability, we will tailor our RSE and Health Education curriculum to ensure that provision is made for those with additional needs.
- We will consider the pupils' level of vulnerability their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image



Safeguarding

Confidentiality and Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named safeguarding officer who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Assessment

Teachers need to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6.

This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

Monitoring and evaluation

The PSHE co-ordinator 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

