Paradigm Trust Relationships Education, Sex Education and Health Education (RSHE) Draft Policy

February 2020

Introduction/context/rationale

This policy has been written and updated in line with new Department of Education (DfE) Relationships Education, Relationships and Sex Education and Health Education Draft Policy (2019), Keeping Children Safe in Education (KCSIE), The Equality Act 2010 as well as a formal engagement process with parents/carers. Although there is no requirement to have a specific written Health Education policy, health content is included here in recognition that the content covered in Health Education may overlap with some of the content taught through Relationships Education, RSE and the National Curriculum for Science.

Statutory requirements

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 education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. There continues to be no right of withdrawal from any part of the National Curriculum.

Purpose of Relationships Education, Sex Education and Health Education

The aim of RSHE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

At Paradigm Trust, we embrace the challenge of creating happy and successful individuals, building correct, factual knowledge that will enable pupils to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy as they grow.

Definitions

Definition of Relationships Education (primary)

Relationship Education is lifelong learning about physical, social, moral and emotional development. It is developing an understanding of family life, the importance of stable and loving relationships, including marriage, respect, love and care.

Definition of Relationships and Sex Education (secondary)

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It also gives pupils essential skills for building positive, enjoyable, respectful, consenting and non-exploitative relationships and staying safe both on and off line.

Safeguarding and Child Protection

An effective well taught PSHE curriculum is essential in keeping pupils safe and informed. Through RSHE, schools within the Trust will teach pupils the knowledge and correct terminology they need to recognise and to report abuse, including

emotional, physical and sexual abuse. We will deliver this by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies.

Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong in all aspects of social, mental, emotional and physical wellbeing. Pupils will also be taught the importance of making sensible decisions to stay safe (including online), being clear that any form of abuse is never the fault of a child and why victim blaming is always wrong.

Scheme of work/ implementation

Relationships Education and Health Education are taught across the Trust through the Jigsaw PSHE scheme of work (see Jigsaw topic overviews) in the context of a broad and balanced curriculum. Lessons are taught in a stepped approach with a gradual build up of knowledge from year to year. Content from the National Curriculum for Science is included in related areas. The content covered in Health Education may overlap with some of the content taught through Relationships Education, RSE and the National Curriculum for Science as well as other subjects, so this will reinforce content and concepts for students. For example, the National Curriculum for Science in key stage 2 includes learning about the changes to the human body as we develop to old age.

Related statutory content taught from the National Curriculum for Science is listed in the content section of this document.

All staff who deliver RSHE are given regular training opportunities and support to ensure that lessons are of high quality.

Delivering our RSHE Curriculum

We recognise that good RSHE is only possible in the context of provision of high quality PSHE and an ethos which views this learning as an important part of the everyday fabric of the school, rather than isolated, compartmentalised lessons. Some parts of RSHE will be covered through broader PSHE, some through specific provision and some through other subject areas and enrichment activities.

RSHE is a continuous process of learning, which begins well before pupils enter our schools and continues into adulthood. Therefore, we follow a progressive curriculum appropriate to age groups and pupils changing needs. All adults in our Trust schools have a part to play in supporting the aims of RSHE and ensuring these are reflected in our school environment and its day to day management.

Teaching Methodologies

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

- Appropriate use of correct language
- The importance of confidentiality within the lesson
- Identifying appropriate people with whom they may wish to share personal information/ to seek advice from.

Use of visitors to support RSHE

We believe that RSHE is most effectively taught by those who know our pupils well and are aware of their needs. We may invite external visitors into our schools who may enhance, but never replace, our planned provision. We will closely work with visitors to ensure that the needs of our pupils are met.

Equality

The Jigsaw scheme of work is fully compliant with the Equality Act 2010. We carefully consider all backgrounds when planning and delivering RSHE. In relation to pupils with SEND, we ensure our lessons take into account levels of vulnerability, clarity of support for pupils and involvement of particular staff for the support of those children who may have particular needs.

Special Educational Needs and Disabilities (SEND)

Pupils with SEND are more vulnerable to exploitation, bullying and other issues. RSHE is particularly important for these pupils; for example those with learning disabilities or social, emotional and mental health needs.

Resources may be adapted at points throughout the teaching and learning to best suit the needs of our pupils including those with SEND. This is in line with "Preparing for Adulthood" outcomes which are set out within the SEND Code of Practice: 0 to 25 years.

Lesbian, Gay, Bisexual, Transgender (LGBT)

We comply with the Equality Act 2010 and ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. LGBT teaching is sensitive and age appropriate. It is fully integrated into the programmes of study across the curriculum rather than delivered as stand alone units or lessons.

Primary pupils learn about different types of relationships, identities, and families, including same sex parents. Pupils also learn about people who may be LGBT that are in the public eye.

Secondary pupils will revisit some of the work completed in primary but with a more in-depth understanding of the different types of sexual orientations and the categories of identity.

Taking into account different views

In line with DfE recommendations, parents/carers are invited in to view materials and lessons before any content is taught. It is recognised that there will be a range of opinions regarding RSHE. A good understanding of pupils' backgrounds and positive relationships between the school and parents/carers helps to create a constructive context for the teaching of these subjects. When teaching these subjects, the background of all pupils is taken into account when planning, so that the topics that are included in the core content are appropriately handled. Different perspectives are included where appropriate, for example views on marriage.

Content

Relationships Education

By the end of primary school, pupils will cover these topics in Relationships Education:

- Families and people who care for me, different families
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

By the end of secondary school, pupils will cover these topics in Relationships Education:

- Families, roles and responsibilities including parenting
- Different type of long term, committed relationships, including marriage
- Effects of media (including the internet)
- Staying safe - bullying, harassment
- The law around consent, abuse, exploitation, forced marriage, FGM

Health Education

Throughout primary and secondary, pupils will cover these topics in health education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies

Related content taught through the statutory National Curriculum for Science

KS1

- Identify, name, draw and label basic parts of the human body
- Notice that animals including humans have offspring which grow into adults

KS2

- Describe the differences in the lifecycles of a mammal, an amphibian, and insect and a bird
- Describe the life processes of reproduction in some animals and plants
- Describe the changes as humans develop to old age.

KS3

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

KS4

- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Sex determination in humans

Further detail about each of these primary and secondary topics can be found in the DfE guidance paper: Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance

Sex Education

At primary level, we choose **not** to teach any sex education that goes beyond the National Curriculum for Science in all year groups apart from Year 6. In primary (Year 6 only), pupils will cover these topics in Sex Education:

- concepts of consent, sexual exploitation, grooming
- reproductive health and fertility, and how this can be affected by lifestyle choices (e.g. alcohol, drugs)
- basic facts around sexually transmitted infections (STIs)
- basic facts around contraceptive choices

In secondary, pupils will cover these topics in Sex Education:

- Intimate and sexual relationships, including sexual health
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

Explanation of right to withdraw

Primary

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Parents/carers **do not** have the right to withdraw pupils from Relationships Education.

Parents/carers of primary pupils **do** have the right to withdraw their children from Sex Education other than that which is included in the National Curriculum for Science. As a Trust, we believe it would be better for pupils not to be withdrawn.

Paradigm Trust takes the view that RSHE is a crucial aspect of education, preparing pupils for a fulfilling and safe future.

Secondary

Parents/carers **do not** have the right to withdraw pupils from Relationships Education. Parents/carers **do** have the right to withdraw their child from some aspects of Sex Education. This does not include what is taught as part of the National Curriculum for Science. Before granting a request to withdraw a pupil, the principal will discuss the value and importance of RSHE with parents. A pupil can request Sex Education without their parent's consent from three terms before their 16th birthday.

	Relationships Education	Health Education	Sex Education	Science
Primary	All pupils must take part - no right to withdraw	All pupils must take part - no right to withdraw	Only taught in Y6 (parent carer right to withdraw)	All pupils must take part - no right to withdraw
Secondary	All pupils must take part - no right to withdraw	All pupils must take part - no right to withdraw	Taught in all year groups (Parent/carer right to withdraw up to 3 terms before 16th birthday)	All pupils must take part - no right to withdraw

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Monitoring and Evaluation

It is the responsibility of senior leaders to oversee and organise the monitoring and evaluation of RSHE. This is done in the context of overall school plans for monitoring the quality of teaching and learning. This takes place through lesson observations, feedback from pupils and feedback from staff. The Board of Directors are responsible for overseeing and reviewing the revision of the RSHE Policy.

Jigsaw PSHE 3 -11/12 Content Overview

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

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

Jigsaw PSHE 11 -16 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 11-12	*Big Question How do I fit into the world I live in?* Identity – what makes a person? Is fitting in more important than being unique? Influences/ peer pressure That happiness is linked to being connected with others Maintaining positive relationships with people who are different to me Online identity and relationships	*Big Question Do we need to feel 'the same as' to belong?* Challenging prejudice and discrimination Protected characteristics Assertiveness Role of a bystander Stereotypes Bullying Assertiveness Relationship skills	*Big Question: Can my choices affect my dreams and goals?* Identifying personal dreams and goals Skills for the 21st century workplace Steps to achievement Managing set-backs Basic first aid in emergency situations Responsible choices and keeping safe e.g. gang culture, knife crime, coerecion and exploitation, drugs and alcohol.	*Big Question: To what extent am I responsible for my mental and physical health?* Recognising and describing emotions Strategies for positivity Managing stress Link between mental health and activity Taking responsibility for health Substances and their effects Nutrition Vaccinations Sleep	*Big Question: What can make a relationship healthy or unhealthy?* Identifying my relationships Values and qualities in healthy relationships Relationship change Managing my responses to keep my relationships healthy and safe Discernment Media portrayal of relationships Assertiveness Sexting Rights and responsibilities (including consent)	*Big Question: What changes are happening to prepare me for adulthood?* Puberty and body development (Re-cap from primary) Conception and childbirth (Re-cap from primary) Choices with pregnancy (IVF, surrogacy, contraception) Different types of parenting and families Self and body-image FGM, breast ironing Brain changes in adolescence Emotional changes in adolescence
Ages 12-13	*Big Question Can I choose how I fit into the world?* How have I changed? Planning for the year ahead Family, what does that mean to me? Different types of committed stable relationships Does my family influence me? Active listening Stereotyping (in families) What do I choose to 'hear' about myself? Faith and beliefs Cultural diversity	*Big Question How different are we really?* Recognising similarities Prejudice and discrimination Protected characteristics Social injustice and inequality Hate crime Making a positive contribution to community Making a difference and links to wellbeing Blood and organ donation	*Big Question: Can the choices I make now influence my future?* Short-, medium- and long-term goals Resilience Employability skills Career choices My online 'footprint' Budgeting Debt Gambling inc links to mental health Positive/negative role of money in society inc links to mental health	*Big Question: Can I become more responsible for my health and happiness?* Taking personal responsibility for health Stress triggers Managing stress Substances and their effects Drug supply and possession County lines/exploitation/gang culture Role of medicines and vaccines Dental health	*Big Question Because I'm worth it…or am I?* Relationship with self Negative self-thoughts Body-image including online and in media Competing relationships and how to manage these demands Personal space inc online Media portrayal of relationships Media manipulation Components of positive relationships Personal space Social media and online safety Illegal aspects of social media Recognising negative relationships and skills to manage them	*Big Question: What factors can make an intimate relationship happy and healthy?* Boyfriends and girlfriends Different types of committed stable and loving relationships/partnerships Positive aspects of healthy intimate relationships Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs Choosing to 'come out' Pornography Alcohol and relationships Accessing support
Ages 13-14	*Big Question To what extent does the world I live in affect my identity?* Personal identity and intimate relationships Peer approval Social media Self-identity Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation	*Big Question Is being different a good thing?* Sexism and homophobia Perception of others Positive and negative language, banter and verbal bullying Types of bullying Recognising prejudice Stereotyping	*Big Question Who do I dream of becoming?* Personal strengths and weaknesses SMART planning Mental health and body image. aself-esteem; Recognising mental ill-health self-harm & suicide, eating disorders, depression, anxiety preasure (peep, online, media) Maintaining mental health. Accessing mental health support	*Big Question How can substances impact on wellbeing?* What does the media ay about teenagers? Dental health Alcohol and decision making Drugs and decision making Emergency first-aid Substances and mental health	*Big Question Is choice important within intimate relationships?* Power and control in relationships Consent and assertiveness Contraception Sexually Transmitted Infections Am I normal? Common concerns around adolescence	*Big Question How can change affect mental health?* Changing perceptions and opinions Mental health Common mental health issues Skills for change and 'pressure' Adapting to change Self-reflection and evaluation Transition (to next year group) Sleep

Ages 14-15	*Big Question: Is managing my on-line and off-line world within my control?* Freedom and safety Safe relationships Online safety and cultural norms Personal safety with technology Staying safe off line Managing threats to safety in the wider world	*Big Question: Does everyone in society have the right to equality?* What does equality mean to me? Equality in the workplace Equality in society Equality in relationships Equality and vulnerable groups Power and control	*Big Question: Is success only possible when physical and emotional needs are in balance?* Dreams for myself and the world; balance and perspective, relationships and community. Jobs - legislation around work for young people Managing setbacks/ resilience building Planning for success	*Big Question: When it comes to health to what extent am I in control?* Physical health; screening, vaccination, personal hygiene. Health MOT Achieving mental health Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, lonliness, diseases, cancer, heart disease, infection	*Big Question Is love all you need?* What makes a happy relationship Parenting relationships Relationship breakdown Social influences on relationships, e.g. stereotypes, pornography, media, peer perception Friendships and peer support and connectedness Challenging relationships, e.g. domestic abuse, coersive relationships, exploitation	*Big Question Can all change be positive in some way?* How does social change affect me? Manging relationship changes e.g. loss, bereavement, break-ups, blended families, divorce Gender identity Spectrum of sexuality Managing the challenges in the year ahead
Ages 15-16	*Big Question: Are we in the adult world at 16?* Entering the adult world Ok at 16, Legislation affecting 16-year olds Managing adult on-line relationships Emergency response, e.g. medical emergency, drugs, alcohol, diabetes, allergies, head injury		*Big Question Can I rely on myself to achieve my goals or do I need luck or destiny ?* Dreams and goals including; financial, jobs, relationships (e.g. marriage, parenting) Resilience Contingency planning	*Big Question: Should relationships, sex and sexual health be discussed more openly?* Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc) Communication about relationships, sex and sexual health Exam preparation and concentration, sleep, stress, relaxation.	*Big Question: Without sufficient knowledge can we avoid misuse of power in our relationships?* Sexuality spectrum Respect and equality in relationships (recognising conflicts and power -based relationships) Individuality in relationships Stages of relationships Sexual relationship checklist Gender/honour based violence FGM	