



"A small school with a huge heart."

Policy for Relationships, Sex and Health Education

Approved by

Written

Next review due

February 2025

February 2026

Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Buildwas Academy we teach RSHE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil voice consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE covers primary sex education delivered timely at an age and developmentally appropriate point. RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Curriculum Intent

It is our intent, that through our Relationships, Sex and Health education (RSHE) curriculum, pupils at our school learn about the fundamental building blocks and characteristics of positive relationships, with reference to families, friendships and relationships with peers and adults. We strive to provide pupils with the knowledge and understanding necessary to manage risks in order to make safe and informed decisions about their wellbeing, health and relationships, both now and in the future enabling them to take up the challenges of developing into a content, safe and successful adult. We recognise that everyone faces difficult situations in their life and hope that through our RSHE curriculum we can support our children to develop resilience, to know how and when to ask for help, and to know where to access support.

We also aim to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Through the exploration of our school values: Happiness, Enabling, Aspire, Resilience and Trust along with a sixth value of Diversity, we seek to nurture a repertoire of personal, positive attributes that will support our children as they develop and mature.

Implementation

At Buildwas Academy, we have worked in consultation with staff and parents to develop a broad curriculum using the PSHE Association programme of study, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and don't seek answers online. Parents will be informed of these discussions if the staff member feels it is relevant.

Our curriculum is built using the Jigsaw PSHE Programme and is taught all through the school using the 'Changing me' puzzle of the scheme.

Although the curriculum is built from this puzzle RSHE may be related and relevant to other areas of the PSHE curriculum and so there will be overlaps that draw from more than one theme. The use of this approach allows different year groups to work on similar themes, building a spiral programme in which themes are revisited, year on year. The curriculum may be subject to adaption where necessary and appropriate.

Within the Early Years Foundation Stage (preschool and Reception), Personal, Social and Emotional Development (PSED) is a prime area of learning and 'Development Matters' is used as a teaching, learning and assessment tool.

In this Key Stage the children are taught the topics:

- New Beginnings, rules and routines
- Kindness and being a good friend
- Relationships
- Getting on and Falling out
- Water Safety
- NSPCC Underwear Rule

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
	1	
	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
	2	
	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
	3	
	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4		
	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult

At Buildwas Academy Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Our RSHE curriculum is delivered by the class-teacher or HLTA. There are some overlaps with other subjects and where appropriate biological aspects of RSHE will be taught within the science curriculum. Online Safety is taught through our Computing curriculum, Healthy Eating is taught through our Science and Design and Technology curriculums and Physical Health is taught through our PE curriculum.

Pupils also receive stand-alone sex education sessions, delivered bi-annually during Upper Key Stage 2. Year 6 pupils receive a puberty recap lesson as part of their managing transitions unit on the opposite year.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships and is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Outside Jigsaw, staff are able to access a range of resources including those from and recommended by the PSHE Association and the Shropshire Respect Yourself;

Eat Better, Move More program for RSHE. These are available should teachers need to offer more bespoke support for children.

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will consult parents before the Jigsaw unit is taught to children.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Children with Special Educational Needs and Disability (SEND)

Buildwas Academy is an inclusive school, enabling all of our pupils to reach their full potential, regardless of their starting point.

We ensure that all children, including those with SEND, get the support they need in order to achieve this in RSHE by:

- understanding the pupils' special educational needs
- providing high-quality teaching, differentiated to meet individual pupils' needs
- ensuring that pupils with SEND engage in RSHE activities alongside their peers in a developmentally appropriate way

In RSHE we welcome our duties under the Equality Act 2010. These duties are:

- eliminating discrimination
- fostering good relationships
- advancing equality of opportunity

We are committed to:

- promoting equal opportunity for all
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships in RSHE

Disadvantaged Pupils

The aim of the government's pupil premium is to raise achievement among disadvantaged pupils, diminishing the difference between them and their peers. The funding was introduced in April 2011 and is targeted at pupils aged 4-16, from low-income families who are eligible for Free School Meals (FSM) or any Looked After Children (LAC). Pupil Premium funding also extends to children of service personnel.

We ensure that all children, including those who are recognised as Pupil Premium, get the support they need in order to achieve in RSHE by:

- understanding social and educational barriers that pupils' face
- Providing quality first teaching and differentiating activities or resources
- Ensuring that children can access and are engaged in RSHE activities alongside their peers

We are committed to:

- Developing cultural capital to increase social mobility
- Enabling more pupils from disadvantaged backgrounds to reach their potential and go on to further education.
- Reducing the attainment gap between the highest and lowest achieving pupils
- Supporting self-confidence, motivation and overall well-being.

We ensure that all children get the support they need in order to foster a love of learning and progress in RSHE by:

- Understanding the pupils' strengths and/or area of talent
- Providing quality first teaching through differentiated tasks which support stretch and challenge

We are committed to:

- Promoting scholarship through a wide range of whole school initiatives
- Making links across the curriculum to allow pupils to demonstrate and exercise their skills
- Celebrating the achievements and success of all pupils.

English As an additional Language (EAL)

At Buildwas Academy we are committed to being able to offer a curriculum which recognises the provision needed for the teaching of pupils for whom English is an additional language. As a school we will value the diversity, culture, language and heritage of all pupils.

We ensure that all children, including those recognised as having English as an Additional Language (EAL) get the support they need in order to achieve this in RSHE by:

- Understanding the EAL spectrum and recognising if pupils are new to the English language, what their competency of the English Language is, or if English is their first language but they are exposed to another or multiple languages at home.
- Provide quality first teaching and differentiated activities which will scaffold pupils' knowledge of RSHE as well as the acquisition of the English language.

We are committed to:

- Celebrating the diversity, different languages, and pupils' heritage
- Promoting Modern British Values
- Promoting equality for all.

Impact

At Buildwas Academy, our pupils receive a broad and balanced RSHE curriculum that develops the knowledge and understanding needed to progress to their next stage of education. There are opportunities in individual lessons and at the start and end of a unit of work to assess whether children know and remember more. We strive to ensure that at the end of Year 6 children will know and remember the expected statutory content as set out in the Statutory Guidance for Relationships, Sex and Health Education. Please see appendix 1.

Confidentiality

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, they will talk to a member of SLT / DSL before any decision is made. 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.

Child Protection

The school has a separate Child Protection Policy. Effective RSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Sexual Identity and Sexual Orientation

Buildwas Academy believes that RSE should meet the needs of all pupils regardless of their developing sexuality and will deal honestly and sensitively with sexual orientation, answer appropriate questions and offering support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Roles and responsibilities

The RSHE Lead

The RSHE Lead is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

Staff

Class teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the RSHE Lead.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

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

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Buildwas Academy, 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 4 (Conception, birth)

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught. A Parents' meeting will also be held in Summer Term 1, where parents will be shown the Jigsaw RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.

We are of course happy to discuss the content of the curriculum and invite you to contact school via email or phonecall, should you have any questions or concerns.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

Monitoring arrangements

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.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and evaluation

The RSHE lead 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 experiences

