

Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
<ul style="list-style-type: none"> • Our aim is to ensure that Relationships, Sex and Health Education is taught as a whole school approach in an inclusive and age appropriate manner in a safe, secure environment. • We believe high quality RSHE lessons should support and meet the needs of every child. This gives them the tools to help them to develop their relationships with others, manage and explore their emotions, support their mental health and to make healthy choices. This then supports their skills to access the wider curriculum. • All aspects of Relationships and Health Education are embedded across our curriculum. They are an integral part of our school values and ethos, encouraging mutual respect, responsibility and fostering self-esteem in a happy, caring environment. • The children are equipped with the vocabulary that they need to develop their emotional literacy. • Lessons provide opportunities to bring together PSHE education, emotional literacy, social and moral skills, mindfulness, spiritual development and the celebration of British values. 	<ul style="list-style-type: none"> • To ensure that high quality RSHE is taking place throughout the whole school, the curriculum is progressive from EYFS through to Year 6. • RSHE lessons are taught weekly through a whole school programme of study - 'Jigsaw PSHE'. Teaching strategies are varied within the programme and mindful of the need for differentiation. • RSHE is embedded with learning opportunities created across the whole curriculum. This is enhanced through collective worship and weekly celebrations. Outdoor Education is an integral part of the curriculum as well as regular class trips. Additionally, pupils will take part in health promotions, visits from people who help us, charity events and will recognise and celebrate significant events in our community and the wider world. Pupils will be encouraged to take an active part in the school community and contribute to school democracy. • Fresh home cooked nutritional daily meals are provided for all Reception, Key Stage 1 pupils and those entitled to Free School Meals. • A fruit snack is provided for all Reception and Key Stage 1 pupils and water is available for all throughout the day. The Wellbeing Diet will be adhered to in every classroom. • RSHE lessons have a strong focus on vocabulary which ensures that all children are able to develop their emotional literacy. • The curriculum leader works closely alongside teachers to ensure that knowledge and skills within RSHE are progressive throughout the school. Regular professional development is delivered to all school staff. • Learning walks are used as tools to look at children's progress in RSHE. 	<ul style="list-style-type: none"> • All pupils will be able to fully participate within lessons. They will communicate and engage with others, understand the importance of wellbeing and the Golden Rules in order to fully access all learning opportunities. • Pupils will behave in a mutually respectful manner, forming caring, positive and healthy relationships with others. • Pupils will recognise and celebrate their own and others unique characteristics. • Pupils will be able to express a range of emotions progressively throughout each year group. • Pupils will develop responsibility and take an active part in school life. • Skills for life-long learning will be developed. Pupils will be able to use the positive skills that they have acquired in all aspects of life, empowering and equipping them to develop their resilience and support their own health and wellbeing. They will make links to other areas of learning.

Rationale and ethos

At St Kew, we create a wide range of positive experiences and opportunities for our pupils which centre around health and wellbeing and building positive relationships. We believe in empowering our pupils; giving them the tools and support to enable them to manage their emotions, support their mental health and to make healthy choices. Through every aspect of school life, we aim to promote the spiritual, moral and cultural development of every child, preparing them for the opportunities, responsibilities and challenges that life offers.

We believe it is important for pupils to celebrate the diverse society that we live in as well as embracing their local culture. All families come in different shapes and sizes and we feel that it is important to reflect this. We encourage children to talk positively about their family structure and there is an emphasis on the respect and understanding of family groups and people who contribute to providing children with care, love and support. We ensure that Relationships Education fosters gender equality by reflecting all family groups in an age-appropriate manner.

We provide equal opportunities for all children regardless of age, gender, ethnicity, and ability, including SEND, and for those for whom English is a second language. We ensure that the needs of each child are considered when planning and delivering the curriculum to ensure an inclusive environment where every child reaches their potential. Through carefully selected stories and the Jigsaw scheme of work, children will learn about diverse families and relationships. This policy is intended to ensure that Relationships, Sex and Health Education is taught in an inclusive and age-appropriate manner, in consultation with parents, carers and in line with legal and statutory requirements in accordance with:

- 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.
- The Academies Act (2010)
- The Education and Inspections Act (2006)
- The Equality Act (2010)
- Keeping children safe in education - Statutory safeguarding guidance (2019)

Roles and responsibilities

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on its effectiveness.

The RSHE programme will be led by the subject leader, Tracey Watson. She is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for RSHE. Health professionals and valued members of our community are welcomed into our school to work with us to provide advice and support to our pupils in regards to health education. They are required to work within our RSHE policy.

Curriculum design for RSHE

Relationships and Health Education is taught weekly through a planned programme of study that brings together PSHE education, emotional literacy, social skills, mindfulness and spiritual development. Teaching strategies are varied and mindful of preferred learning styles and the need for differentiation. We take a whole school approach to Relationships and Health Education, with all classes working on the same theme at the same time. Each theme starts with an introductory collective worship, generating a whole school focus.

Jigsaw Content

Jigsaw covers all areas of Relationships and Health Education for the primary phase, as the table below shows:

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 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 medicine safety, 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
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change in an age appropriate manner

RSHE is not a standalone subject - it is part of the school's ethos and values. Alongside our weekly programme, learning opportunities for Relationships and Health Education are embedded within the curriculum taking place in Science, Religious Education, PE and Topic work. These are enhanced in a number of additional ways:

- Children are encouraged to take an active part in school life with a wide variety of extra-curricular activities on offer.
- Regular visits from people who help in the community, health promotions.
- Recognition of British values through the celebration and recognition of important events
- Recognising current issues around the world and linking them to their own learning.
- School visits
- Residential trip in Year 6.

- Involvement in charity events with the emphasis on caring for others.
- Recognition of Democracy through discussion of matters relating to Health and Wellbeing being a regular focus of School Council meetings.
- Opportunities to develop Leadership skills and peer mentoring support are given through the Head Boy and Girl / Learning Ambassadors initiative.
- Active involvement in the Healthy Schools Award.

Health Education

Health Education covers 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid' and 'Changing adolescent body'. The expected outcomes for each of these elements can be found in Appendix A of this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education Map.

The Healthy Me Puzzle in Jigsaw covers most of the statutory Health Education with some of the outcomes being taught elsewhere in Jigsaw. Emotional and mental health is nurtured in every lesson through the Calm me time, social skills are grown in every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle.

Sex Education

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils. Sex education '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'. At St Kew, we believe children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the Jigsaw guidance as part of the Summer 2 unit Changing Me.

Parents Right to Withdraw

From September 2020, parents and carers will not be able to withdraw their children from Relationships Education. This is because it is important that all children receive the content, covering topics such as friendships and how to stay safe. Parents and carers have the right to withdraw their child from Sex Education that falls outside of National Curriculum Programme of Study for Science.

At St Kew, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle. 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 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. We are of course happy to discuss the content of the curriculum and invite you to contact your child's class teacher or Mrs Murray.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- have a sense of purpose
- value self and others
- form healthy and positive relationships
- make and act on informed decisions
- communicate effectively
- work collaboratively 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

Safe and effective practise

RSHE will be taught using a range of teaching strategies to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. 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 successful and effective teaching and learning within this subject.

Each class will establish ground rules based on the following:

- 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



Safeguarding

All adults in the school are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. Disclosures should be reported to the safeguarding officer and all concerns should be logged on 'My Concern.'

Monitoring, reporting and evaluation

The Headteacher and RSHE subject leader will monitor delivery of the subject through observation and discussion with teaching staff to ensure consistent and coherent provision. Evaluation will be based on:

- Teacher evaluation of the content and learning processes
- Learning walks and monitoring of the RSHE class journal and wellbeing diet for each class.
- Regular staff meetings to review and share ideas.
- Pupil voice will be influential in adapting and amending planned learning activities.

Relationships and Health policy review date

This policy will be reviewed in September 2021 by the Relationships and Health Education leader.

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
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital 	<p>All of these aspects are covered in lessons</p>

	<p>context).</p> <ul style="list-style-type: none"> • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
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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
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p>

		<ul style="list-style-type: none"> • Healthy Me
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me