

What is taught to my child in RSHE?

The statutory guidance for Primary School states:

In Relationships Education, by the end of Primary education

Families and people who care for me	Pupils should know: • 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 marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be

	treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • 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.
Online relationships	Pupils should know • 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.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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.

In Physical Health and Mental Wellbeing, by the end of Primary education

Mental wellbeing	Pupils should know • 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.
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	• 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 wellbeing 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 wellbeing. • 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 wellbeing 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.
Internet safety and harms	Pupils should know • 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 know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • 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	Pupils should know • 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.
Healthy eating	Pupils should know • 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).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • 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 allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • 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.
Changing adolescent body	Pupils should know: • 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.

How will RSHE be taught?

RSHE is taught as part of our PSHE curriculum, which is delivered using the Jigsaw Scheme of Work. Jigsaw lessons occur weekly from Nursery to Year 6 and are delivered by teachers.

How will the content be different for different year groups?

Across the whole RSHE curriculum, the content is taught according to what is appropriate for the child's age. For example, in Reception, learning about relationships focuses on building positive relationships by being nice to each other and sharing. The children will learn what they can do if they fall out with their friends or feel that they don't have friends. Much of this is done through discussion and coming up with ideas to help the Jigsaw character who will present a scenario such as not having a friend to play with. Likewise health education will be different to reflect the different choices that children are able to make as they take more responsibility for maintaining their health as they get older.

Is RSHE delivered by class teachers?

RSHE is taught by class teachers. There may be very rare occasions when a different individual, such as a School Nurse, may support the class teacher in delivering some lesson content, however this would be very rare and the class teacher would still remain responsible for the lesson content and delivery.

Have the class teachers been trained to deliver PSHE through the Jigsaw approach?

Teachers have had training on teaching the PSHE curriculum through the Jigsaw approach at the beginning of the school year (September 2020) so that they were ready to begin using this new programme. They also have further training in this area planned throughout the school year as part of their continuing professional development. This will be reviewed and updated regularly throughout the year and in subsequent years, according to need, as it is in all subjects.

When will the RSHE Curriculum start?

The content of the RSHE curriculum has always been taught in schools. What is different is that the government has now made it statutory for this to be taught and has produced guidance stating what the expected content is.

Why are children taught RSHE in Primary School?

Learning about relationships enables children to learn what happy, healthy relationships are, such as between family members and friends, and how to foster these. It also enables children to learn how to identify if a relationship is not healthy or happy, such as in the case of bullying, and what they can do about it. This is important for children's mental and physical wellbeing. Learning about health is vital so that children are able to make healthy choices and develop healthy lifestyles, understanding how to take care of themselves. Children are taught how to take care of their physical and mental health and this covers many areas such as dental health, road safety and internet safety. Teaching children sex education, in an age appropriate manner, is important for many reasons. It helps them to keep themselves safe by teaching them what is appropriate and inappropriate, such as the idea of some parts of their bodies being private. Children learn about puberty and the changes that they will go through or may already be going through and learn information from a trusted, appropriate source, rather than seeking information from other sources such as older friends or the internet.

What are the advantages of RSHE?

The DfE state "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy... To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build

their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support."

Teaching the elements of the curriculum that relate to sex and puberty ensure that pupils are taught accurate, sensible and age appropriate knowledge rather than pupils passing on their own versions of this information to each other, or pupils turning to the internet to find answers to their questions.

Why is there a hurry for primary students to learn about body parts, bodily changes and puberty? Why are these things not taught at the time when the child is nearing puberty, or at the earliest in teenage/preteen years?

Children learn age appropriate information about body parts. It is important that pupils are able to identify parts of their own bodies so that they can express to adults if there is a problem. They also learn that some parts of their bodies are private and learn how to understand and set boundaries. Primary school aged children are taught about changes to their bodies and puberty, during their later years in school, because many children will begin these changes while at Primary School. The NHS states "The average age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone, so don't worry if your child reaches puberty before or after their friends. It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years."

What Sex Education will my child receive and when?

Children learn an age appropriate curriculum about their bodies from when they first start school. We believe that knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that in primary school we should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. Puberty is introduced in year 4 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried. Conception is introduced age-appropriately in year 6 in the context of understanding why our bodies change during puberty.

Will videos or images be used in sex education?

There will be some use of drawn images and animations used to support teaching. These will be age appropriate and will not be considered explicit images. This is to ensure that children fully understand what they are learning and do not look for this information from inappropriate sources.

Where can parents find the school policy on Sex Education?

The school Sex education policy is included in the RSHE policy which is available on the school website.

How have you ensured the school's Sex Education policy has been effectively 'tailored to the age and the physical and emotional maturity of the pupils'?

The sex education policy has been written to ensure that children receive a progressive curriculum with knowledge built up over time according to age appropriateness. Although the Jigsaw PSHE scheme is being used, this has been adapted to meet the specific needs of our school community. If a pupil was considered to not be emotionally mature enough to access the curriculum appropriately, such as in the case of certain Special Educational Needs, then an adapted curriculum may be provided.

Will the children be taught about LGBTQ? How will you cover LGBT topics with respect to the child's current Family Sexual Orientation, Faith and Religion?

Jigsaw has written a guide explaining what is taught to pupils in regard to LGBTQ and why. You can read it by clicking here: [Jigsaw-LGBT-Parent-Leaflet-A4.pdf](#)

How is the school catering to the different religious beliefs while teaching RSHE?

The Jigsaw approach to PSHE is centred around teaching respect for all people and that includes respect for the different views of religions. The Jigsaw approach is careful to be sensitive to religious views and does not promote or encourage any lifestyles that may be in conflict with religious beliefs.

Can my child be withdrawn from RSHE?

Parents are not able to withdraw children from Relationships and Health Education. Parents are only able to withdraw children from Sex Education lessons, if the content is not also part of the Science Curriculum. If the lesson content is part of the science curriculum then pupils cannot be withdrawn. Parents will be informed of any lessons for which they have the right to withdraw their child. For a child to be withdrawn from a lesson, this must be requested in writing and followed by a meeting with a member of the senior leadership team.

How much notice will parents receive to withdraw children from Sex Education lessons?

In the half term before any sex education lessons are taught, parents will be informed of this, giving them the opportunity to inform the school of their intention to withdraw their child from the lessons and to meet with a member of the senior leadership team.

Will I know in advance what my children are learning?

An overview of each topic will be available on the school website.

Will I receive detailed lesson plans?

Parents will not receive detailed lesson plans, just as they do not for any other curriculum subject.

Are there resources for parents to use to support RSHE teaching at home?

Parents may be informed of useful resources or sources of information as they become available. This may be through the school website or through messages to parents.

Where can I direct any questions that I have about RSHE?

In the first instance, please direct any questions to your child's class teachers. If they are not able to answer your question or if your question is related to more than that year group then you can contact the school PSHE leader by phoning or emailing the school office, who will put you in touch.