RSHE Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
September 2023	September 2025	FGB	Governing Body	Marie Asaolu











Aspire, Believe & Achieve

Article 3 The best interests of the child must be a top priority in all things that affect children.
Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.
Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Policy last reviewed: September 2023

Policy reviewed by: Clare Pike

This policy takes into account the Consultation carried out by the London Borough of Redbridge with SACRE, Redbridge Faith Forum, an Equality Rep Working Party, A Faith and Belief Rep Working Party, Youth Council, Parent Rep Working Parties, Redbrdige RSEHE Outreach Services, Community Consultation, governors, Trustees and Teachers.

Coppice Primary School has formed a working party made up of School Staff and Parent Governors, consulted with parents and staff and written this policy to reflect the Redbridge Consultation and the specific needs of our Coppice Community. During the working party meetings there was a focus on Jigsaw Piece 5 and 6. The working party looked at vocabulary, lesson resources and lesson scripts. For some lessons we felt the content was too mature and moved it to the next year group.

	Parents/Carers	Teachers	Governors
What we did	LBR letters Pre-Questionnaire Consultation Evening Post Questionnaire	Cross School 26.04.2021 And 30.04.2021 Working Party 09.06.2021 Staff Meeting 11.05.2021	FGB – Spring 2 FGB – Summer 2 Working Party 09.06.2021

Rights Respecting Article 12, "Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account."
Rights Respecting Article 29, "Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures."

1. Aims and Objectives

The aims of RSHE at Coppice are 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 caring relationships, health and hygiene.
- Help pupils develop feelings of self-respect, confidence andempathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

As of September 2020, it is the legal requirement of Primary Schools – both maintained and Academies to teach

Relationships and Health Education, alongside the Science National Curriculum and within the context of safeguarding and maintaining a child centred approach in accordance with the 'Keeping children safe in education document' (DfE, Sept, 2020).

At Coppice we acknowledge and recognise that families are a child's first and most effective teacher, it is our aim to build on the established foundation of the Redbridge syllabus, the Jigsaw Curriculum and consultation of working in partnership with parents/carers to educate our children about these important subjects. The Jigsaw curriculum is in use in several Redbridge schools, including our two closest schools. We have met with them to explore how those serving similar communities to our own are ensuring we meet the variety of needs.

Here at Coppice we will ensure that an annual meeting is held to present our RSHE curriculum and create a space for questions to be raised hereafter. The Government guidance is due to be reviewed every 3 years.

The DfE June 2020 circular: (amended in light of COVID-19)
'In summary, from 1 September 2020, Relationships Education, Health Education, and Relationships and Sex Education is compulsory. However, from 1 September 2020 to the end of the spring term 2021, following an assessment of preparedness, schools should commence teaching as soon as practically possible or use the time to prepare to deliver the new curriculum. This includes engaging parents on their policy as well as planning their curriculum provision. By the start of the summer term 2021, all schools should have begun teaching the subjects.'

At Coppice Primary School we aim to provide opportunities for all pupils to learn and achieve. The use of JIGSAW throughout the school aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The interdependence of these two aims is clear. The personal development of pupils plays a significant part in their ability to learn and to achieve. Therefore the inclusion of PSHE and Citizenship in the taught and hidden curriculum is fundamental to meeting these aims.

National Curriculum Science
The Key stage 1 and Key stage 2 NC states that children's learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.

There continues to be no right to withdraw from the Science National Curriculum.

Health Education
The aim of Health Education is to provide information to children that will empower them to make their own choices about their physical and mental wellbeing and health. Children will recognise what is usual and what is not, in themselves and others and be equipped to seek support at the earliest opportunity from appropriates sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. At Coppice we have followed the recommendation of the Redbridge syllabus to teach about the menstrual cycle within Year 4. This is earlier than detailed in the statutory Science KS2 curriculum whereby topics such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals is taught in Upper KS2.

There is no right to withdraw from Health Education.

Relationships Education
The aim of Relationships Education is to provide information to children that will empower them to understand themselves and the world in which they live. The focus in Primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults along with encouraging the development their own positive personal attributes such as a belief that they can achieve and persevere towards tasks and long-term rewards, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, as outlined in the guidance. It also aims to teach how to seek support and guidance from appropriate sources. Lessons will be evidence based, age appropriate, based on the law and sensitive to the needs of all children.

There is no right to withdraw from Relationships Education

Safeguarding
Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy. The aim of including safeguarding within the syllabus enables consistent, age appropriate fact-based vocabulary to report any concerns of abuse including, physical, emotional, sexual and neglect.

Non - Statutory RSHE

Sex Education that goes beyond National Curriculum Science

The Government and local advisors strongly recommend and Coppice have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the Science curriculum. The school will be teaching about 'how a baby is conceived' in year 6 following on from the National Science Curriculum, which teaches about sexual reproduction in mammals in year 5. Sex Education at Coppice will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to Secondary School.

Parent/Carer right to withdraw their children from non – statutory Sex Education
Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education e.g. "How a baby is born and conceived"; following a meeting/conversation with a member of the leadership team to share their concerns. This conversation/meeting should be documented in line with the Sex Education Withdrawal Policy .

Definition of "Relationship Education" in Primary Schools

Relationship Education is the teaching of Families (which can include single parent families, LGBT Parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. There *are many different types of families. Some families have a mother or a father, two mummies, two daddies, a mummy and a daddy, grandparents as parents or other combinations. In British law it says that people have a right to live in families of their own choosing. The most important thing is that we always make sure to respect the way that people choose to live their lives).* Children will learn about: People who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe by the end of Primary school. This will include core safeguarding elements including children being able to report concerns or abuse using the vocabulary to do so, which incorporates the use of consistent scientific names for main external body parts including Buttock and Genitals in Year 1 and Penis and Vulva in Year 2.

Definition of "Sex Education" in Primary Schools
Sex Education in Primary is the teaching of sexual reproduction – how a baby is conceived and born. Which goes beyond the National Curriculum teaching of reproduction in mammals and plants.

Definition of Health Education in Primary Schools
Health education is the teaching of 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.

Definition of "Equality"

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).
The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND. At Coppice we celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Coppice a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Faith sensitivity

Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in RSHE lessons that some children/young people may have beliefs about the content to be taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right to pass on discussing anything that they do not want to. For some children and young people, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

When will RSHE will be taught and by who?
We follow the Jigsaw Programme at Coppice. Children will do one Jigsaw piece each half term with between 4 and 6 lessons for each piece of the Jigsaw. We teach Relationships in the first half of the summer term and Changing Me (sex education) in the second half of the summer term. This means that children are the oldest they will be in this year group at the point at which information is given to them. Changing Me lessons in Years 5 and 6 will be taught in single sex groups with both a male and a female member of staff present in each session.

Coppice will ensure the materials comply our RSHE policy, the Teaching Standards, the Equality Act 2010, the Human Rights Act 1998, the Education Act 1996 and align to the teaching requirements set out in the statutory guidance.

What will happen if a child shares content that is not in the curriculum?

In all our lessons there are planned opportunities for discussion and therefore the potential for children to raise content that is not appropriate to the age range of the children and outside of our policy. In this situation the child contribution will be acknowledged and they will be told that this is an area that they will learn about later in their school journey. The parents of any children exposed to the language will be informed

RSHE Lead
The name of the RSHE at Coppice is Ian Jeffery and Michael Fernandez
If you have any questions regarding this policy or RSHE please contact Ian Jeffery through the school admin email account.

3. Policy development

Each Year we will develop our procedures in consultation with staff, pupils and parents. The consultation and policy development process may involve the following steps:

Review – a senior member of staff or working group pulls together all relevant information including relevant national and local guidance

Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy and resources in the half term preceding the Relationships and Changing Me Jigsaw pieces

4. Definition

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

RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

5. Delivery of RSHE

RSHE is taught within the new statutory curriculum from September 2020. Some elements may be taught in the existing personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The relationships part will cover five main topics:

- Families and people who care for
- me Caring friendships
- Respectful
- relationships Online
- relationships Being safe

These skills are taught within the context of family life. Parents must be informed of the RSHE curriculum content before it is taught to pupils. Across all Key Stages, pupils will be supported with developing the following skills:

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

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- Managing conflict
- Discussion and group work

6. Roles and responsibilities

6.1 The governing board

The local governing body and Executive Headteacher will hold the Head of School to

account for implementation of this policy.

6.2 The head of school

The head of school is responsible for ensuring that RSHE is taught consistently across their school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive
- way Modelling positive attitudes
- to RSHE Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of RSHE
  Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the head of school.

6.4 Pupils

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSHE (see Sex Education Withdrawal Policy).

Requests for withdrawal should be put in writing and addressed to the head of school A copy of withdrawal requests will be placed in the pupil's educational record. The head of school will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSHE.

8. Training

Staff are trained on the delivery of RSHE as part of the continuing professional development calendar. All staff must stick to the script provided in the Jigsaw planning documents. Sex Education lessons must be taught in pairs.

9. Monitoring arrangements

The Executive Headteacher and Headteacher will monitor progression and attainment of RSHE. The delivery of RSHE is monitored by the PSHE Lead.
Pupils' development in RSHE is monitored by class teachers as part of each school's internal assessment systems.

JIGSAW Programme of Study
We have adopted this programme as it promotes the development of teaching strategies which promote positive behaviour for learning, and enhance the quality of relationships between staff, children and other members of the school community. The programme is used from EYFS and throughout KS1 and KS2.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating Difference (including anti-bullying)
- Spring 1: Dreams and Goals
- Spring 2: Healthy Me
- Summer 1: Relationships
- Summer 2: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each pupil will have their own Jigsaw Journal set up at the back of their Healthy Body, Healthy Minds book. This is where they will complete any Jigsaw activities and reflect in their puzzlepieces.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. As the pupils progress throughout the school they will build on knowledge from the puzzle pieces in the previous years.

After carefully working through the content of Jigsaw, talking to our community and exploring how our neighbouring school communities have implemented the programme, we are confident that Jigsaw meets the needs of our school community and the aims of the school.

The puzzle pieces should:

- Improve their social skills to better enable collaborative learning (Connect us)
- Prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help mereflect)

10. Resources

The Subject Leader will ensure that the resources

- used: Reflect the needs and ages of pupils.
- Reflect the diversity of the school community.
- Are reviewed and updated when this policy is revised.

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i. Training

As part of the annual CPD cycle, staff will visit the RSHE curriculum and the Jigsaw programme. Through monitoring and evaluation of delivery, particular expertise is identified and this will be shared through peer observation. INSETs and drop-in's are also offered.

ii. Families Involvement

In order to enable families to play an active role in their child's personal and social development: Awareness raising sessions on key issues will be actively promoted.

- Parents will be involved in any development and review of the policy and programme. The full policy will be made available to families on request.
- A summary will be included in the school website.
- Regular information which promotes RDHE will appear in newsletters.
- Parents will be invited to a RSHE curriculum evening for their child's year group to see and hear about the specific resources for Jigsaw piece 6, Changing me (including Sex Education).

iii. Monitoring, Assessment and Review

Lessons will follow the Jigsaw plans and will be assessed using the foundation subject assessment grid. Monitoring will include book scrutiny, pupil voice and evidence of following the Jigsaw scheme. Pupil voice will be used to assess what children have learnt in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed.

Updated statutory guidelines have come into effect from September 2020 and due to the pandemic will not be implemented at Coppice until the academic year 2021-2022.

This policy will be reviewed on a two yearly cycle and must be read in conjunction with all the safeguarding policies and procedures.
This policy also exists to promote the ethos behind 'Rights Respecting Schools' and will support and promote the values within this. This policy endeavours to respect the rights outlined in:

- Article 2 (Non-discrimination)
- Article 3 (Best interests of the child)
- Article 4 (Protection of rights)
- Article 12 (Respect for the views of the child)
- Article 13 (Freedom of expression)
- Article 14 (Freedom of thought, conscience and religion)
- Article 15 (Freedom of association)
- Article 16 (Right to privacy)
- Article 19 (Protection from all forms of violence)
- Article 28: (Right to education)
- Article 29 (Goals of education)
- Article 31 (Leisure, play and culture)