



East Brent
C of E Academy

Where a Love of Learning is Nurtured and Enriched

Relationship Education Policy



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At East Brent CofE Academy, we teach Relationships and Health Education as part of our whole-school approach to Personal, Social, Health and Emotional (PSHE) education. We aim to “inspire learning for life” within a happy, safe and inspiring environment, where everyone feels value and respected. We understand that Relationships and Health Education is compulsory for all pupils receiving primary education. We consider these subjects to be the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We recognise the importance of these subjects in meeting the needs of all pupils, helping them to develop spiritually, morally, culturally, mentally and physically. We understand the importance of enabling our pupils to understand and respect who they are; feel empowered with a voice and be prepared for the opportunities, responsibilities and experiences of later life. It is our intention to support their well-being and to help them become successful, happy adults, who make a meaningful contribution to society.

For our RSHE lessons, we use The Jigsaw Programme, which provides a comprehensive, carefully thoughtthrough Scheme of Work, bringing consistency and progression to our children’s learning in this vital curriculum area. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Our RSHE policy is informed by existing guidance:

- The Church of England’s ‘Valuing All God’s Children’
- Keeping Children safe in Education
- Equality Act 2010
- SEND code of practice: 0 to 25 years
- Alternative Provision
- Promoting Fundamental British Values as part of SMSC in schools

Relationships and Health Education: What do we teach and who teaches it?

A Whole-school approach

The Jigsaw programme consistently covers all areas of personal, social and health education (PSHE) for the primary phase, including statutory Relationships and Health Education.

A different learning theme is explored in a holistic way by the whole school, each half term. This is evident through launch assemblies, weekly assembly themes, class displays and unit outcomes. The table below summarises the learning themes, which deepen and broaden every year.

An overview of the programme can be seen on the school website.

Term	Theme (Jigsaw Puzzle Piece)	Content
Autumn 1:	Being Me in My World	-Includes understanding my own identity and how I fit well in the class, school and global community. Class agreement established.
Autumn 2:	Celebrating Difference	-Includes anti-bullying (cyber bullying included) and understanding

Spring 1:	Dreams and Goals	-Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
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At East Brent CofE Academy, the jigsaw unit is taught in a discrete lesson weekly, by the class teacher/ HLTA. Each lesson is progressive through a spiral curriculum, in order to impart knowledge and skills in a developmental and age-appropriate way, using Key Stage One terminology through into Key Stage Two.

Each lesson is tailored to the pupils’ needs and is reinforced and enhanced through; our school vision and values, our assemblies and collective worship; our praise and reward systems, learning behaviours, as well as through relationships between adults and children across the school. We aim to apply our learning to everyday situations within the school and wider community.

The mapping document: Statutory Relationships and Health Education, shows exactly how Jigsaw meets the statutory requirements. (See Appendix 1)

The programme’s ‘update policy’ ensures teaching materials are current and supportive to teachers.

Relationships Education

By the time our pupils leave first school, they will have learnt about ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’ (see Appendix 1) The majority of the statutory Relationships Education is covered within the Jigsaw ‘Relationships’ Puzzle, although some of the outcomes are also taught elsewhere within Jigsaw (for example: the ‘Celebrating Difference’ Puzzle helps children appreciate that there are many types of family composition, including LGBT, and that each is important to the children involved). This holistic approach builds on pupils’ prior knowledge, ensuring the learning is reinforced throughout the year and across the curriculum.

In accordance with Church of England guidance (Valuing All God’s Children, 2019), our Relationships Education prepares all pupils for the future, regardless of sexual orientation or gender identity. Our lessons promote equality and challenge discrimination. As a school, we value each individual through an ethos where “every child is revered and respected as a member of a community, where all are known and loved by God.” We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may not be in agreement with our approach to some aspects of Relationships, Health and Sex Education.

Health Education

Teaching children about puberty is now a statutory requirement, which sits within the Health Education part of the DfE guidance 2019. Puberty is taught through our Jigsaw lessons, as part of the ‘Changing Me’ Puzzle.

By the time our pupils leave first school, they will have learnt about ‘Mental wellbeing’, ‘Internet safety’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Medicines, alcohol and tobacco’, ‘Health and prevention’ and ‘Changing adolescent bodies’. The majority of the statutory Health Education is covered within the Jigsaw ‘Healthy Me’ puzzle, although some of the outcomes are also taught elsewhere within Jigsaw (for example:

emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter).

Sex Education

Sex Education is not compulsory in first schools; however, the DfE Guidance 2019 (p.23) recommends that all schools 'have a programme tailored to the age and the physical and emotional maturity of the pupils'. This programme 'should ensure that both boys and girls are prepared for the changes that adolescence brings', supporting the teaching of lifecycles and living things set out in the national curriculum for science.

At East Brent CofE Academy, drawing on the DfE Guidance, and in agreement with our feeder Middle Schools, explicit Sex Education will begin through PSHE in the middle school years. We believe that this is most appropriate for the pupils in our care.

Since teaching about puberty is a statutory requirement, taught through PSHE 'Health Education', the parental right to withdraw a child from some or all lessons (DFE Guidance p.17) is not applicable.

Teachers endeavour to work in partnership with parents and are always happy to discuss the content of the curriculum. Teachers endeavour to answer questions as honestly as possible, but if faced with a potentially sensitive issue, provision would be made to meet the individual pupil's needs. Parents with any queries should contact Fiona Robertson, Executive Headteacher, or Jo Brayley, Head of School.

Teachers are aware that RSHE education may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead, in line with the Safeguarding Policy.

Pupils with special educational needs and disabilities (SEND)

We recognise that for some pupils with special educational needs or disabilities, there may be a need to tailor the content of the lessons taught. Where this is the case, teachers will consult with the school's SEND Coordinator to ensure that lessons are sensitive and developmentally appropriate. Teaching may be differentiated or personalised to ensure accessibility and this will be noted on a Provision Map.

Monitoring and Review

This policy has been introduced as part of a curriculum event and shared with parents/carers, teaching and non-teaching staff, governors and our partner schools. The RSHE policy is shared with parents via the school website.

The subject leader for PSHE, Mrs Mandy Davies, monitors the effective delivery of relationships, sex and health education. The Local Governing Body monitors this policy on an annual basis. Both give serious consideration to any comments from parents about the school's PSHE programme. A record of all such comments will be kept on file.

Appendix 1: Relationships and Health Education in Primary schools – DfE Guidance 2019

The focus within a first 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:	Where this is taught within the Jigsaw programme:
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 following 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 following 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 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. • 	<p>All of these aspects are covered in lessons within the following puzzles:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance 2019

The focus within a first 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	Where this is taught within the Jigsaw programme:
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<p>Mental wellbeing</p>	<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 following puzzles:</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
<p>Internet safety and harms</p>	<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. • 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. 	<p>All of these aspects are covered in lessons within the following puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

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 following 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 behaviors (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the following puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Keeping safe	<ul style="list-style-type: none"> • 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 checkups 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 following 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. • to recall name and address if needed 	<p>All of these aspects are covered in lessons within the following puzzles:</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<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 following puzzles:</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix 2: Changing Me Puzzle Piece Vocabulary – Term 6

Reception 	Year 1 	Year 2 	Year 3 	Year 4 
	Changes Life cycle Baby Adulthood Adult Grown up Mature Change Male Female Grow Feelings Private Vulva Vagina Penis Testicles Anus	Changes Grow Life cycle Baby Adult Old Young Respect Responsibilities Male Female Public Private Touch Acceptable Unacceptable Comfortable Uncomfortable Penis Testicles Vulva	Changes Grow Control Male Female Birth Uterus Womb Adult Survive Affection Public Private Acceptable Unacceptable Comfortable Uncomfortable Testicles Penis Vagina Vulva	Personal Parents Male Female Public Private Touch Acceptable Unacceptable Comfortable Uncomfortable Teenager Adult Penis Testicles Vagina Vulva Womb Anus Ovaries Sperm

		Anus Vagina	Anus	Egg Puberty
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