



Jubilee L.E.A.D. Academy  
A L.E.A.D. Academy

# **Jubilee L.E.A.D. Academy Relationships and Sex Education (R.S.H.E) Policy**

## **Policy Statement**

### **Introduction**

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

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 make Relationships and Health Education compulsory for children receiving primary education.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

### **Legal Framework**

Updated guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Academies' Funding Agreements require academies to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote well-being (Children Act 2004)

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

*Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.*

### **Definition**

RSHE is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life.

### **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to all family relationships, friendships and relationships with peers and adults.

### **Defining Health education**

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others. The statutory subject of Health Education includes coverage 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 (ie. puberty education).

### **Defining Sex education**

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy. The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum. In this school we have decided that it is also important to include discussion around positive body image and self-awareness and understanding positive relationships, to educate the children in our community for adulthood (and for secondary school) in their last year of primary school

Sex Education for primary age pupils is not compulsory. However, at L.E.A.D. Academy Trust, all academies should ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, and should be aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

### **Key Objectives**

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

### **The Curriculum:**

RSHE will be taught in each year group throughout the Academy. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum will ensure coverage of the following core elements:

#### **1. Knowledge and Understanding**

#### **2. Personal and Social Skills**

#### **3. Attitudes and Values**

### **Aspects of Coverage/ Concepts**

*The following aspects and concepts will be covered within the RSHE guidance published in September 2020.*

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. Please see Appendix 1.

### **Sex Education**

In addition to Relationships and Health Education, sex education is taught in years 5 and 6. Parents are able to withdraw their child from this learning if they choose to - (see 'Parents' section below).

### **Implementation:**

We deliver our RSHE curriculum through a range of approaches within the school day.

These include:

- Assemblies
- 6 hours of PSHE a half term
- Science Lessons
- Computing Lessons
- Insert delivery model

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a

responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

### **Teaching and Learning**

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

### **Equality, Inclusion and Support**

RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristics.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at the Academy fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the Academy population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the Academy community and wider society where possible.

### **SEND**

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

### **Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

### **Safe Learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

### **External speakers**

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

### **Staff Training**

All staff delivering RSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in the Academy, team-teaching, observations, or attendance at an internal or external training event.

### **Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked workbooks; self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report.

### **The Role of Parents**

RSHE is a partnership between the Academy and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the Academy is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and co-operation. In promoting this objective we:



- Inform parents routinely about the Academy's RSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation is shared and explained (-knowledge organisers/ explanation of what is covered and when)
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the Academy
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact Ms Sarafina Matumbike or Ms Lorraine Swan.

### **Right to withdraw from Sex Education**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

### **Resources**

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are invited annually to review these resources and familiarise themselves with anything which is used.

We hold a parents meeting each year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. If you would like to discuss any of the resources in more detail please contact Ms Sarafina Matumbike or Ms Lorraine Swan.

### **Confidentiality, Safeguarding and Child Protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **Menstrual Wellbeing**

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in the KS2 toilets outside the Glades.
- Pupils can access sanitary products from the Attendance Office and the First Aid room.
- For those experiencing period poverty free sanitary protection can be accessed from Attendance Office and the First Aid room.

When a pupil starts menstruating in the Academy, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 3, with a recap in year 4 and more detailed input in years 5 and 6. If your child has difficulties managing their periods at the Academy please contact Ms Kirsty O'Connor for support.

### **The Role of the Head Teacher**

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about the academy's RSHE policy.
- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

### **Links to other Policies**

**It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:**

- *Anti-bullying*
- *Healthy eating*
- *Religious Education*
- *Science*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *SMSC*

- British Values
- Curriculum
- Complaints

### Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child’s class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the academy website.

### Appendix 1:

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p><b>Key Knowledge</b> I know how it feels to belong and that we are similar and different.</p> <p>I know how to start to recognise and manage my feelings.</p> <p>I know working with others makes a school a good place.</p> <p>I know why it is good to be kind and use gentle hands.</p> <p>I know that we should all be allowed to learn and play.</p> <p>I know what being responsible means.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know how it feels to be proud of something I am good at.</p> <p>I know one way that I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I know how I could make new friends.</p> <p>I know how I can use my words to stand up for myself.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know that if I persevere I can tackle challenges.</p> <p>I know a time where I didn’t give up and achieved my goal.</p> <p>I know how to set a goal and work towards it.</p> <p>I know to use kind words to encourage people.</p> <p>I know the link between what I learn now and the job I might like to do when I’m older.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know that I need to exercise to keep my body healthy.</p> <p>I know how moving and resting are good for my body.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I know how to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p>	<p><b>Key Knowledge</b> I know some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I know ways to solve problems and stay friends.</p> <p>I know the impact of unkind words.</p> <p>I know how to be a good friend.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know parts of my body.</p> <p>I know some things I can do and foods I can eat to be healthy.</p> <p>I know that we all from babies to adults.</p> <p><b>Skills Taught</b></p>

				I know what a stranger is and how to stay safe if a stranger approaches me.  <b>Skills Taught</b>		
<b>Year 1</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<p><b>Key Knowledge</b> I know that I am special.</p> <p>I know I should feel safe in class.</p> <p>I know that I belong to my class.</p> <p>I know my rights and responsibilities as a member of my class.</p> <p>I know how it feels to be proud of an achievement.</p> <p>I know I can have a range of feelings when I face consequences.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know some ways that I am the same as my friends.</p> <p>I know one thing that makes me different from my friends.</p> <p>I have understood how being bullied might feel.</p> <p>I know who I could talk to if I was being bullied.</p> <p>I know how to make a new friend.</p> <p>I know that our differences make us unique.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know one thing I do well.</p> <p>I know how to set a simple goal and work out how to achieve it.</p> <p>I know how to work well with a partner.</p> <p>I know how I feel when I am faced with a new challenge.</p> <p>I know how I felt when I succeeded in a new challenge.</p> <p>I know how I celebrate when I succeed in a new challenge.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know the difference between healthy and unhealthy.</p> <p>I know some ways to keep myself clean and healthy.</p> <p>I know how germs can cause disease and illness.</p> <p>I know that all household products including medicine can be harmful if not used properly.</p> <p>I know that medicines can help me if I feel poorly.</p> <p>I know how to use medicines safely.</p> <p>I know how to keep safe when crossing the road.</p> <p>I know about people who can help me to keep safe.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know the members of my family.</p> <p>I know that there are lots of different types of families.</p> <p>I know what a good friend means to me.</p> <p>I know appropriate ways of physical contact to greet my friends.</p> <p>I know who can help me at school.</p> <p>I know how I am a good friend.</p> <p>I know why I appreciate someone who is special to me.</p> <p>I know how I feel about someone special to me.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know animals and humans have life cycles.</p> <p>I know changes happen as we grow and that this is OK.</p> <p>I know how my body has changed since I was a baby.</p> <p>I know the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva and anus.</p> <p>I know how to respect my body and understand which parts are private.</p> <p><b>Skills Taught</b></p>
<b>Year 2</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<p><b>Key Knowledge</b> I know some hopes and fears for this year.</p> <p>I know when I feel worried and know who to ask for help.</p>	<p><b>Key Knowledge</b> I know sometimes people make assumptions about boys and girls (stereotypes).</p>	<p><b>Key Knowledge</b> I know how to choose a realistic goal and think about how to achieve it.</p> <p>I know that I should persevere</p>	<p><b>Key Knowledge</b> I know what I need to keep my body healthy.</p>	<p><b>Key Knowledge</b> I know the different members of my family and understand the relationship with each of them.</p>	<p><b>Key Knowledge</b> I know cycles of life in nature.</p> <p>I know the natural process of growing from young to old and understand that</p>

	<p>I know how to make a class a safe and fair place.</p> <p><b>Skills Taught</b></p>	<p>I know that bullying is sometimes about differences.</p> <p>I know what is right and wrong.</p> <p>I know that it is OK to be different from other people and to be friends with them.</p> <p><b>Skills Taught</b></p>	<p>even when I find things difficult.</p> <p>I know some of my strengths as a learner.</p> <p>I know who I work well with and who is more difficult for me to work with.</p> <p>I know how to work well in a group.</p> <p>I know how to share success with other people.</p> <p><b>Skills Taught</b></p>	<p>I know what relaxed and stressed mean.</p> <p>I know some things that make me feel relaxed and some things that make feel stressed.</p> <p>I know how medicines work in my body and how important it is to use them safely.</p> <p>I know which foods are in the correct food groups.</p> <p>I know which my body needs every day to keep my body healthy.</p> <p>I know how to make some healthy snacks and explain why they are good for my body.</p> <p><b>Skills Taught</b></p>	<p>I know why it is important to share and cooperate.</p> <p>I know there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I know some of the things that cause conflict with my friends.</p> <p>I know that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I know and appreciate people who can help me in my family, my school and my community.</p> <p><b>Skills Taught</b></p>	<p>this is not in my control.</p> <p>I know how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I know the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate some parts of my body are private.</p> <p>I know why I like/dislike being a boy/girl.</p> <p>I know there are different types of touch and can tell you which ones I like and don't like.</p> <p><b>Skills Taught</b></p>
<b>Year 3</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<p><b>Key Knowledge</b> I know my worth and can identify positive things about myself and my achievements.</p> <p>I know how to set personal goals.</p> <p>I know how to face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I know why rules are needed and how they relate to rights and responsibilities.</p>	<p><b>Key Knowledge</b> I know that everybody's family is different and important to them.</p> <p>I know that differences and conflicts sometimes happen among family members.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or</p>	<p><b>Key Knowledge</b> I know about people who have faced difficult challenges and achieved success.</p> <p>I know a dream/ambition that is important to be.</p> <p>I know how to break a goal into a number of steps and know others could help me to achieve it.</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p>	<p><b>Key Knowledge</b> I know how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health.</p> <p>I know my attitudes towards drugs.</p> <p>I know things, places and people that I need to keep safe from, and</p>	<p><b>Key Knowledge</b> I know the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I know the skills of friendship and can put them into practice.</p> <p>I know and can use some strategies for keeping myself safe online.</p> <p>I know how some of the actions and words of people around the world help and influence my life.</p> <p>I know how my needs and rights are</p>	<p><b>Key Knowledge</b> I know 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.</p> <p>I know how babies grow and develop in the mother's uterus.</p> <p>I know what a baby needs to live and grow.</p> <p>know how boy's and girl's bodies change on the outside during the growing up process.</p> <p>I know how boy's and girl's bodies change on the inside</p>

	<p>I know that my actions affect myself and other people's feelings.</p> <p>I know how to make responsible choices and take action.</p> <p>I know my actions affect others and try to see things from their points of view.</p> <p><b>Skills Taught</b></p>	<p>worse by what they do.</p> <p>I know that some words are used in hurtful ways.</p> <p><b>Skills Taught</b></p>	<p>I know obstacles which might hinder my achievement and can take steps to overcome them</p> <p><b>Skills Taught</b></p>	<p>can explain some strategies for keeping myself safe including who to go to for help.</p> <p>I know when something feels safe or unsafe.</p> <p><b>Skills Taught</b></p>	<p>shared by children around the world and can identify how our lives may be different.</p> <p><b>Skills Taught</b></p>	<p>during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I know some stereotypical ideas I might have about parenting and family roles.</p> <p><b>Skills Taught</b></p>
<b>Year 4</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<p><b>Key Knowledge</b> I know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>I know how to work in a group and contribute to the overall outcome.</p> <p>I know how democracy works through the school council.</p> <p>I know how rewards and consequences motivate people's behaviour.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I have understood that sometimes we make assumptions based on what people look like.</p> <p>I know what influences me to make assumptions based on how people look.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I know why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I know what is special about me and value the ways in which I am unique.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know some of my hopes and dreams.</p> <p>I know that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know how to work out steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I know there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</p> <p>I know the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>I know the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I know when people are putting me under pressure</p>	<p><b>Key Knowledge</b> I know situations that can cause jealousy in relationships.</p> <p>I know someone I love and can express why they are special to me.</p> <p>I know someone that I no longer see.</p> <p>I know how friendships change, know how to make new friends and how to manage fall outs with friends.</p> <p>I know what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I know the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I know how a girl's body changes in order for her to be able to have babies when she is an adult, and menstruation (having periods) is a natural part of this.</p> <p>I know how the circle of changes works and can apply it to changes I want to make in my life.</p> <p>I know changes that have been and may continue to be outside of my control.</p> <p><b>Skills Taught</b></p>

				and can explain ways to resist this when I want. <b>Skills Taught</b>		
<b>Year 5</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<p><b>Key Knowledge</b> I know what I value most about my school and can identify my hopes for the school year.</p> <p>I know how to face new challenges positively.</p> <p>I know my rights and responsibilities as a citizen of my country and a member of my school.</p> <p>I know how to make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I know how an individual's behaviour can affect a group.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know that cultural differences sometimes cause conflicts.</p> <p>I know what racism is.</p> <p>I know how rumour spreading and name calling can be bullying behaviours.</p> <p>I know the difference between direct and indirect types of bullying.</p> <p>I know how to compare my life with those in the developing world.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know that I will need money to help me achieve some of my dreams.</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>I know a job that I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> <p>I know the dreams and goals of young people in a culture different to mine.</p> <p>I know that communicating with someone in a different culture means that we can learn from each other and I can identify a range of ways that we could support each other.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>I know how the media, social media and celebrity culture promotes certain body types.</p> <p>I know the different role food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know who I am as a person in terms of my characteristics and personal qualities.</p> <p>I know that belonging to an online community can have positive and negative consequences.</p> <p>I know there are rights and responsibilities in an online community or social network.</p> <p>I know there are rights and responsibilities when playing a game online.</p> <p>I know when I am spending too much time using devices (screen time).</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know my own self-image and how my body image fits into that.</p> <p>I know how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I know how boys' and girls' bodies change during puberty.</p> <p>I know that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>I know that sometimes people need IVF to help them have a baby.</p> <p>I know what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p><b>Skills Taught</b></p>
<b>Year 6</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

	<p><b>Key Knowledge</b> I know my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I know that my actions affect other people locally and globally.</p> <p>I know that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I know how an individual's behaviour can impact on a group.</p> <p>I know how democracy and having a voice benefits the school community.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know there are different perceptions about what normal means.</p> <p>I know how being different could affect someone's life.</p> <p>I know some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I know examples of people with disabilities who lead amazing lives.</p> <p>I know ways in which difference can be a source of conflict and a cause for celebration.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know my learning strengths and can set challenging but realistic goals for myself (one in school and one out of school).</p> <p>I know the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I know problems in the world that concern me and can talk to other people about them.</p> <p>I know how to work with other people to help make the world a better place.</p> <p>I know some ways in which I can work with other people to help make the world a better place.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know that I should take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>I know that some people can be exploited and made to do things that are against the law.</p> <p>I know why some people join gangs and the risks this involves.</p> <p>I know what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I know when I am stressed and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know that it is important to take care of my mental health.</p> <p>I know how to take care of my mental health.</p> <p>I know that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I know when people are trying to gain power or control.</p> <p>I know whether something online is safe and helpful for me.</p> <p><b>Skills Taught</b></p>	<p><b>Key Knowledge</b> I know how girl's and boy's bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I know how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I know how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>I know the importance of a positive self-esteem and what I can do to develop it.</p> <p><b>Skills Taught</b></p>
--	--	--	--	--	--	---



## **Appendix 2:**

### **RSE and Health Education Policy at Jubilee L.E.A.D. Academy**

#### **Introduction**

Jubilee L.E.A.D Academy considers Relationships and Sex Education (RSE) as an integral part of the Personal, Social and Health Education (PSHE) curriculum, and is linked to that for Science, PE and ICT. The Department for Education has made Relationships education compulsory for all primary schools in England because children and young people are growing up in a world of increasing complexity and living their lives seamlessly on and offline. This can of course cause challenges and risks and is therefore important to teach children and young people how to stay safe and healthy, as well as how to manage their academic, personal and social lives in a positive way.

#### **Aims**

- To provide the highest possible quality of learning
- To have the confidence, empathy, self-respect and self-esteem to value themselves and others
- To understand about a range of relationships, including the importance of family for the care and support of children
- To be able to name parts of the body and describe how their bodies work
- To know and use the correct vocabulary when describing themselves
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

- To create a positive culture around issues of sexuality and relationships

## **Purpose**

### **Statutory Requirements**

Relationship education, relationships and sex education (RSE) and health education is mandatory from September 2020. Relationships education at primary school is now compulsory because it puts in place the building blocks needed for positive and safe relationships of all kinds. Sex education is not compulsory however it is recommended that schools teach it within the curriculum, beyond the existing national curriculum for science. If taught, sex education should be tailored to the age, physical and emotional maturity of pupils within the school. If parents or carers have concerns, they have the right to withdraw their child from sex education lessons that go beyond the national curriculum for science.

### **Definition**

Sex and Relationship Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes. At Jubilee L.E.A.D Academy, we will teach RSE through the Science curriculum from Key Stage 1 and as part of an academy's assembly & pastoral programme as appropriate. These curricula will ensure coverage of the following core elements:

- 1. Knowledge and Understanding** including: emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.
  - 2. Personal and Social Skills** including: talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line.
  - 3. Attitudes and Values** including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality
- RSE is not about the promotion of sexual activity.

### **What is Jigsaw?**

Jigsaw PSHE offers a comprehensive programme for Primary PSHE including the statutory Relationships and Health Education, in a spiral and progressive scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. We address the RSE curriculum through Jigsaw.

### **The Right to Withdraw**

Parents and carers have the right to withdraw their child from some or all of the sex education. A written letter must be sent to the head teacher. Before granting this request, the head teacher is to discuss the request with the parents or carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have to the child. Jubilee L.E.A.D Academy will document this process to ensure a record is kept. There is no right to be withdrawn from relationships education or health education.

## **SEND / Equality Statement**

At Jubilee L.E.A.D Academy, RSE and Health Education is accessible for all pupils. High quality teaching is differentiated and personalised to the specific needs to allow for pupils with special educational needs and disabilities to access the curriculum and be prepared for adult outcomes as stated by the SEND code of practice. RSE will be given to ensure quality for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## **Role of Head Teacher**

The head teacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE.

## **Role of the Subject Leader**

The subject leader is responsible for:

- Ensuring that RSE is taught consistently across the school
- Ensuring that parents and staff are informed about our RSE policy
- The policy is implemented effectively
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor the policy on a regular basis and report to governors on the effectiveness of the policy and RSE teaching within school

## **Role of the Class Teacher**

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 components of RSE

## **Role of Pupils**

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

## **Role of Parents / Carers**

At Jubilee L.E.A.D Academy, we wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy
- Answer any questions that parents may have about the RSE of their child
- Ensure that the parents have the right to withdraw their children from those aspects that are non-statutory
- Ensure that children that are withdrawn, are provided with alternative work linked with the PSHE programme and be invited to join a different year group for that session

### **Role of AGB**

The AGB's role at Jubilee L.E.A.D Academy is to:

- Monitor the implementation of the curriculum
- To meet with the curriculum leader
- Receive reports on all aspects of its delivery and pupil engagement