



Kernow Learning
Building Excellent Schools Together

Relationships, Sex and Health Education

Version number:	V2
Date adopted by Local Governing Body:	July 2023
Scheduled review date:	July 2024
Statutory or Best Practice policy:	Statutory
Appendices:	No

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 874532 or email trenance@kernowlearning.co.uk



Rationale and Ethos

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

As with British Values, our RSHE is not delivered in isolation but embedded within our curriculum, especially ICT (E-safety), Religious Education, Physical Education, Science and enrichment activities. Our children are taught to be curious, how to debate an idea, how to keep safe and speak out.

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

We provide equal opportunities for all children regardless of age, gender, ethnicity, and ability including SEN and for those whom English is a second language. We ensure that the needs of each child are considered when planning and delivering the curriculum to ensure an inclusive environment where every child reaches their potential. Through carefully selected stories and the Jigsaw scheme of work, children will learn about diverse families and relationships.

This policy is intended to ensure that Relationships and Health Education is taught in an inclusive and age appropriate manner, in consultation with parents, carers and in line with legal and statutory requirements in accordance with:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

The Academies Act (2010)

The Education and Inspections Act (2006)

The Equality Act (2010)

Keeping children safe in education- Statutory safeguarding guidance (2022) updated for September 2023

Roles and responsibilities

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient





training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The PSHE programme will be led by the subject leader. They are responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for RSHE.

Health professionals and valued members of our community are welcomed into our school to work with us to provide advice and support to our pupils in regards to health education. They are required to work within our RSHE policy.

Curriculum design for RSHE

Relationships and Health Education is taught weekly through a planned programme of study that brings together PSHE education, emotional literacy, social skills, mindfulness, spiritual development and character education. We take a whole school approach to Relationships and Health Education, with all year groups working on the same theme at the same time. Each theme has a collective worship focus which runs alongside each weekly lesson. The programme is fully inclusive for all pupils and is progressive across the year groups.

Jigsaw Content

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

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes medicine safety, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change in an age appropriate manner.

PSHE and RSHE are not standalone subjects- they form a part of the school's ethos and values. Alongside our weekly programme, learning opportunities for Relationships and Health Education are embedded within the curriculum taking place in all of our





subjects within our Adventures for Learning Curriculum. These are enhanced in a number of additional ways:

- Children are encouraged to take an active part in school life with a wide variety of extra-curricular activities on offer.
- Regular visits from people who help in the community, health promotions.
- All pupils in the school will take part in Beach School.
- Recognition of British values through the celebration and recognition of important events.
- Recognising current issues around the world and linking them to their own learning.
- School visits and residential trip in Year 2.
- Involvement in charity events with the emphasis on caring for others.
- Recognition of Democracy through discussion of matters relating to Health and Wellbeing being a regular focus of School Council meetings.
- Opportunities to develop Leadership skills and peer mentoring support are given through the FAB friends, Safety Ambassadors and Wellbeing Champion programmes.
- Actively involved in the Healthy Schools Award.
- Every class adheres to the 'Wellbeing diet' in order to meet the wellbeing needs of the pupils in their classes.
- There is an open discussion about emotions in all classrooms and emotions boxes are part of the daily routine.

Sex Education

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

We define sex education as naming body parts and the NSPCC underpants rule-keeping your private parts private. This is taught during the 'Changing Me' Puzzle in the Summer Term in an age appropriate manner for our infant pupils.

The grid below shows specific RSHE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make males different to females and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private





2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between males and females, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like about being me.
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Parents Right to Withdraw

From September 2020, parents and carers will not be able to withdraw their children from Relationships Education. This is because it is important that all children receive the content, covering topics such as friendships and how to stay safe.

Parents and carers have the right to withdraw their child from Sex Education that falls outside of National Curriculum Science. The head teacher must grant this request.

Pupil Learning Outcomes

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

- have a sense of purpose
- value self and others
- form healthy and positive relationships
- make and act on informed decisions
- communicate effectively
- work collaboratively with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

Safe and effective practise

RSHE will be taught in line with our Teaching and Learning policy, using a range of teaching strategies to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to talk
- We use kind words
- We listen to each other attentively





- We respect each other
- We have the right to share our feelings
- We celebrate ourselves and each other

Safeguarding

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

Monitoring, reporting and evaluation

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

This policy will be reviewed in September 2024 by the Relationships and Health Education/PSHE leader.

- Teacher evaluation of the content and learning processes.
- Learning walks and monitoring of the RHE class journal and wellbeing diet for each class.
- Regular staff meetings to review and share ideas.
- Pupil voice will be influential in adapting and amending planned learning activities. School Council in Foundation Stage and Key Stage 1 will report on issues arising.

The Governing Board will approve the RSHE/PSHE policy and hold the Headteacher to account for its implementation.

Staff are responsible for

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Relationships and Health policy review date:

July 2024

