

# Redmaids' High School

## Personal, Social and Health Education Relationships and Sex Education

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REDMAIDS'  
HIGH SCHOOL  
FOR GIRLS | BRISTOL  
JUNIOR SCHOOL

### Background

The school has a well-founded reputation for its excellent pastoral care and we recognise the importance of building self-esteem and confidence in all our pupils. We want this to be a fundamental aim for all year groups in the school with a well-thought out PSHE programme of work embedded throughout the curriculum, including extra-curricular activities. This policy incorporates the statutory 'Relationships Education, Sex Education and Health Education Guidance 2020' and is mindful that it is updated every 3 years. It includes guidance on drug education, financial education and relationship education as well as the importance of physical activity and diet for a healthy lifestyle. The opportunities beyond school and into adult life are explored. The curriculum meets pupils' needs and prepares them for the challenges of adult life. It also contributes to the school's duties to safeguard pupils by teaching them about safety, including online safety, and relationships. Parents are consulted annually when the policy is reviewed.

### Purpose

- to promote a sense of identity that recognises personal qualities, attributes and skills;
- to promote high self-esteem and social skills for all our pupils;
- to provide a safe, secure and caring environment for pupils and staff where everyone feels valued and is able to value and support others;
- to encourage healthy behaviour;
- to develop informed decision making in order to enable pupils to make healthy choices;
- to give comprehensive, unbiased and correct information;
- to understand and provide key building blocks of healthy, respectful and different types of relationships in different settings including online;
- to respect and begin to understand the beliefs, faiths and cultures by which people interpret life and on which they base their behaviours;
- to develop values, skills, behaviours and resilience to get on in life;
- to develop critical thinking when making decisions or identifying risks and reacting appropriately, including peer group or online;
- To provide a forum where facts can be clearly explained and discussion is encouraged;
- For children to have due regard for moral considerations and the value of family life;
- To encourage awareness, respect and responsibility for oneself and others;
- To safeguard themselves and know how to set their personal boundaries;
- To understand mental wellbeing and how to maintain good mental health.

## Practice

The Headteacher oversees the PSHE curriculum. Classteachers deliver, twice weekly sessions alongside supporting assembly sessions.

Lessons are taught sensitively and inclusively in an age and developmentally appropriate way with respect to all beliefs and backgrounds of pupils and parents. Timetabled PSHE lessons are primarily taught through the Jigsaw PSHE scheme and classtime sessions.

### In the classroom staff will

- accept pupils suggestions without judgement;
- maintain a “You can do it” attitude, particularly in the presence of initial failure;
- understand that pupils can and should make decisions about what they are going to do – “You decide”;
- listen very closely to the children;
- promote the learner profile characteristics.

### In the weekly school pastoral meetings staff will

- give all pupils the opportunity to contribute to school decisions;
- address topical issues e.g. caring for younger or new children, being a good friend, use of social media, e-safety;
- reward pupils for demonstrating thoughtful, caring behaviour towards others and for doing good work e.g. Good Manners Award, Celebrity of the Week Headteacher’s Award.

### In a weekly Jigsaw and classtime session we develop group activities and learning games to help our pupils

- celebrate and respect themselves and others;
- keep themselves safe;
- get to know their own behaviour and its effects on others;
- experience various forms of communication in a conscious way;
- express emotions and learn to react appropriately to the emotions of others;
- to be confronted with conflicts and decisions;
- to observe, recognise and when necessary change rules and fix patterns of behaviour themselves.

**Pupils study and discuss citizenship and the law** during age-appropriate assemblies and current affairs (Y5 and 6). Through discussion, social issues are addressed e.g. conflict in society, being a good

citizen, tolerance etc. and finance education. Staff will maintain political impartiality in discussions and offer a balanced presentation of opposing views. Advice can be found here:

<https://www.gov.uk/government/publications/political-impartiality-in-schools>

### **The extensive Outdoor Education programme, detailed in the PE policy, helps children to**

- build self-esteem and team skills;
- encourages leadership and risk taking;
- helps children to identify and to try out the various roles within a group.

**The Health Education programme** is taught through the *Jigsaw* scheme, the science and PE curriculum and also through school assemblies and outside agencies such as First Aid providers, Road Safety Department, Coram Life Education Mobile Classroom, Create Centre.

The programme covers: -

Health and Wellbeing	good diet, exercise, personal hygiene, body image, mindfulness and drugs (see below)
Relationships & Sex Education	see below
Personal Safety	online safety, road safety, water safety, first aid, firework safety

### **Drugs Education**

We believe in the value of open discussion with pupils about the issue of drugs and substance misuse. We build children's self-awareness, help them to understand their bodies and teach some of the risks they might meet and how to deal with them. Pupils are encouraged to recognise that they can be in control of themselves and that they should make choices based upon knowledge.

### **Practice**

- Coram *Life Education* mobile classroom visits every year group annually. The key issues covered are
  - knowledge and understanding of the body - how it works and what affects it
  - skills – decision-making and critical thinking
  - attitudes – oneself and others, beliefs;
- The *Jigsaw* unit 'Healthy Me' covers drug education and how to resist peer pressure;

- Pupils are taught that all medicines are drugs but not all drugs are medicines;
- Pupils are taught that alcohol and nicotine are also drugs;
- In current affairs, Year 5 & 6 may tackle drug and substance misuse head on e.g. smoking, alcohol etc. as the subject is aired in the public arena;
- In Year 6, pupils visit the *Lifeskills* exhibition at the Create Centre where they have to classify drugs i.e. illegal, prescription and over the counter drugs;
- The science curriculum includes content on healthy living.

## Relationships & Sex Education

The school believes that a sound foundation in relationship and sex education at primary school will lead to an open and questioning approach as the child matures. Relationship and sex education is a gradual learning process so it is necessary to provide a structured framework appropriate to the children in their different stages of development and to establish progressive learning experiences.

Relationships and sex education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships and relationships with peers and adults. It is the exploration of the emotional, social and physical aspects of growing up, having relationships and human sexuality in an age appropriate way.

## Practice

- At all stages, the children are encouraged to discuss openly and honestly their questions and ideas. Should questions extend beyond the curriculum content, the teacher should respond sensitively and age appropriately. If necessary, the teacher could speak individually with a child or contact a parent for permission to discuss the question;
- *Jigsaw* 'Changing Me' unit forms the framework of sex education lessons covering puberty, the birth of a baby and how life begins in an age appropriate way in each year group. Usually, classteachers teach their own classes unless an alternative arrangement is considered beneficial e.g. a female teacher may teach about female puberty and menstruation. The Headteacher teaches the core element of sex education in Year 6;
- Legal provisions are discussed within the framework of lessons e.g. the legal age you can get married;
- Human growth and individual changes are also studied as part of the science scheme of work. Pupils cannot be withdrawn from these curriculum lessons;
- Pupils discuss relationships and who are the significant people in their lives;

- Parents are informed well in advance of their child's forthcoming sex education lessons and the curriculum being covered. They are encouraged to come in, view and talk about the content in more detail if they wish;
- Parents have the right to request that their child be withdrawn from some or all of sex education. If they wish to withdraw their child, they must contact the Headteacher who will explore any concerns with the parent and the detrimental effect this may have on a child. A record will be kept of the concerns;
- Parents cannot withdraw their children from relationships education as the curriculum is a statutory requirement;
- Visit from the NSPCC 'Speak Out Stay Safe' team biannually;
- Access arrangements will be made for any pupil with SEND who needs it to access relationships and sex education.

### **Monitoring**

The Headteacher and a supporting governor will review this policy annually. Updates to the policy are shared in the Friday Bulletin and/or discussed in Parent Discussion Group.

### **Related policies and references**

Spiritual, Moral, Social and Cultural Development policy

PSHE Schemes of work

[Equality Act 2010 and schools](#)

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)

**Lisa Brown/Gilly Rowcliffe Reviewed Summer term 2023  
Review Summer term 2024**