

Stoneydelph Primary School

Relationships, Health and Sex Education Policy



Written by:	Jonathon Madhoo	Date: May 2023
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Introduction

The DfE refer to, sex and relationship education as defined as 'learning about physical, moral and emotional development'. Their guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Sex and relationship education is part of the personal, social and health education (PSHE) and the science curriculum in our school. When we inform our pupils through sex and relationship education about sexual issues, we do this with regard to morality and individual responsibility, and in a manner, that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and objectives

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
 - Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sexual abuse, and what they should do if they are worried about any sexual matters.

Context

We teach about sex and relationship in the context of the school's aims and values. While sex and relationship education in our school means that we give children information about sexual and relationship behaviour, we do this with an awareness of the moral code, and of the values, which underpin all our work.

We teach sex and relationship education on the understanding that:

- It is taught in the context of marriage and family life;
- It is part of a wider process of social, personal, spiritual and moral education;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

Statutory Relationships and Health Education

"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 Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to

be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Promoting Health Education:

We promote health education by:

- Consult with parents and carers on all matters of health education policy;
- Train our teachers
- Listen to the views of the children in our school regarding sex education;
- Look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

Organisation

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex and relationships education in our personal, social and health education (PSHE) curriculum, we also do some sex and relationship education through other subject areas (e.g. science, PE) which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies and how they will change during puberty. For example, we teach that boys' voices will change during puberty, and we explain menstruation. Both boys and girls engage in all aspect of learning. We encourage the children to ask for help if they need it and to ask questions, including the use of an anonymised question box.

In science lessons, in both Key Stages, teachers inform children about puberty, and how a baby is born. For this aspect of our teaching, we follow the guidance material in the National Curriculum for science.

In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other.

In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Sex and relationships education builds throughout the school with the Jigsaw PHSE learning materials. This ensures that the school is teaching the children appropriate content for their age range.

PSHE- Jigsaw Programme

At Stoneydelph Primary School, we teach Personal, Social, and Health Education as a whole-school approach to underpin children's development as people and because we believe that, this supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children learning in this vital curriculum area.

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

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. 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.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

We believe children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the Jigsaw guidance as part of the Summer 2 unit Changing Me.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	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. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic 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
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Stoneydelph Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught. A Parents' meeting will also be held in Summer Term 1, where parents will be shown the Jigsaw RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.

We are of course happy to discuss the content of the curriculum and invite you to contact Mr Madhoo or Mrs Parsons.

The role of parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- Inform parents and carers about the school's sex education policy and practice;
- Answer any questions that parents or carers may have about the sex education of their child;
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- Encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- Inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. Parents and carers have the right to withdraw their child from the sex education part of the teaching that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on may include local clergy, social workers, youth workers and charity agencies such as NSPCC.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the designated named person for child protection issues about their concerns - the Head Teacher will then inform Social Services through First Response. (see also our policy on Child Protection).

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity. The Head Teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework. The Head Teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

This policy will be reviewed every two years, or earlier if necessary.