

Federation of Sibertswold Church of England and Eythorne Elvington Community Primary Schools

Relationships and Sex Education Policy

1. Introduction

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.

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

2. Christian Context

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances. All RSE should be set in a context that is consistent with the school’s Trust Deed, Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity)

- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

3. 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.

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.

4. 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.

Although 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.

5. 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'.

Within our federation of schools, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction.

RSE is delivered through planned programmes within Science, RE and PSHE. Occasionally, issues about RSE may arise spontaneously in other lessons where it is not the main focus of the lesson. This is not considered to be part of the planned RSE curriculum and consideration must be given as parents or carers cannot withdraw their children in these circumstances.

Delivery of RSE is through the following curriculum topics (examples only):

Science:

- Life and Living Processes
- Ourselves
- Healthy Living
- Growth

RE:

- Friends, Family and Community
- The Natural World
- Christianity
- Ourselves and the Community

PSHE

We intend to teach sex education as part of PSHE in which case parents have the right to withdraw their child. See attached appendix for details of the 'Changing Me' unit of the Jigsaw programme used by the school. This unit of Jigsaw will be taught in the summer term. Parents will be informed by letter about the content before the unit is taught.

6. 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

As our federation of schools, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' 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 unit e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

7. Equality

RSE will be delivered in line with the school's Equalities Statement within an atmosphere of mutual respect. The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Resources selected to support the programme will be free from

cultural bias wherever possible and will avoid gender stereotyping. RSE will be available to all pupils regardless of gender, culture or disability.

8. Other Issues

Child Protection

See Safeguarding Policy (With reference to Abuse, Forced Marriages and Female Genital Mutilation where appropriate). Always discuss concerns with the designated member of staff.

Personal Beliefs

Beliefs and attitudes of teachers should not influence their teaching of RSE.

Language and Ground Rules in RSE lessons

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way

9. Policy Review

The RSE Policy is reviewed every two years and approved by the HeadTeachers of both schools within the federation.

Appendix 1

PSHE Resources by Jigsaw linked to RSE

Year R

Topic	Aim
My Body	Understand that everyone is unique and special
Respecting My body	Can express how they feel when change happens
Growing up	Understand and respect changes they see in themselves
Growth & Change	Understand & respect the changes they see in other people

Year 1

Topic	Aim
Life Cycles	Begin to understand life cycles of animals and humans
Changing Me	Identify changes in me and what has stayed the same
My Changing Body	Identify how I have changed since I was a baby
Boys' and Girls' bodies	Identify how boys are different from girls

Year 2

Topic	Aim
Life Cycles in Nature	Recognise life cycles in nature
Growing from Young to Old	Explain process of growing from young to old
The Changing Me	Identify how I have changed since I was a baby
Boys' and Girls' Bodies	Understand physical differences and appreciate that some parts of my body are private

Year 3

Topic	Aim
How Babies Grow	Understand between conception and growing up a lot of changes happen
Babies	Understand how babies grow and develop before being born
Outside Body Changes	Understand that our bodies need to change in order to have babies

Inside Body Changes	Identify how our bodies need to change on the inside in order to have babies
Family Stereotypes	Recognise any stereotypical ideas I might have about parenting and family roles

Year 4

Topic	Aim
Unique Me	Understand that some of my characteristics come from my birth parents
Having a Baby	Identify internal and external parts of male and female body that are necessary for having a baby
Girls and Puberty	Understand how a girl's body changes in order for her to have babies

Year 5

Topic	Aim
Self and Body Image	To be aware of own self-image and how body image fits into that
Puberty for Girls	Explain how a girl's body changes during puberty and understand importance of looking after yourself physically and emotionally
Puberty for Boys	Understand how a boy's body changes during puberty
Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made
Looking Ahead	Identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities

Year 6

Topic	Aim
Self and Body Image	To be aware of own self-image and how body image fits into that
Puberty	Explain how girls' and boys' bodies change during puberty and understand importance of looking after yourself physically and emotionally
Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy and how it is born.
Boyfriends and Girlfriends	Understand how being physically attracted to someone changes the nature of the relationship