



Relationships and Sex Education and Health Education Policy

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1. Values and Ethos

Forward from the Secretary Of State: From Relationships Education, Relationships and Sex Education (RSE) and Health Education DFE September 2020. This guidance replaces the Sex and Relationship guidance of 2000.

“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.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities. 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.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils’ ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.”

2. Roles and Responsibilities

The RSE Programme and PSHE Lead is Amy Bell
The Head Teacher responsible is David Hodgson.
Classroom teachers are responsible for delivering the programme
The Governing body will hold the Headteacher to account over its implementation

This policy has been developed in consultation with Staff, pupils and parents.
The consultation and policy development process involved the following steps:

1. Review: staff and governors pulled together all recommended guidance to create the policy.
2. Staff consultation: all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation: Parents and any interested party were invited to comment
4. Ratification- Once amendments were ratified the policy was shared with governors

3. Legislation

Revised Department for Education statutory guidance states that from September 2019 all schools must deliver relationships education in primary schools.

Documents that inform the school's RSE policy include:

- Keeping Children Safe in Education
- Behaviour and Discipline in Schools
- Equality Act 2010
- Sexual Violence and Sexual Harassment between children in schools and colleges
- SEND Code of Practice
- Mental Health and Behaviour in Schools

4. Curriculum Design

The subjects that will be included in the curriculum are:

- Relationships Education
- Relationships and Sex Education
- Health education

Our approach will be inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief.



In order to support the school with the delivery of the RSE curriculum, we will use Jigsaw Scheme of Work to deliver it.

The Jigsaw Programme:

Term	Jigsaw Section	Content
Autumn 1	Being Me in my World	Class, School and Global community
Autumn 2	Celebrating Difference	Includes anti – bullying and diversity work
Spring 1	Dreams and Goals	Goal setting, aspirations and working together
Spring 2	Healthy Me	Drugs and alcohol, self-esteem and confidence
Summer 1	Relationships	Friendships, family, relationships and conflict resolution
Summer 2	Changing Me	Relationships and Sex in the context of change

Our focus will be on teaching the building blocks and characteristics of positive relationships, with particular reference made to friendships, family relationships and relationships with other children and with adults. We will teach the importance of taking turns, how to treat each other with kindness, consideration and respect and the importance of honesty, truthfulness, permission seeking and the differences between appropriate and inappropriate physical contact.

Teaching about families will be sensitive to the needs of the children.

We recognise the importance of resilience supporting children to believe that they can achieve, to persevere with tasks, work towards long term goals and to continue despite setbacks. We value personal attributes of: honesty,

courage, humility, kindness, generosity, trustworthiness and a sense of justice.

We teach children about mental wellbeing. This is to enable them to recognise what is normal and what is an issue themselves and others and how to seek support as early as possible.

Sex Education:

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals

It is important that the transition phase before moving to Secondary School supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.

5. Safe Practice

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial.

6. Safeguarding

The Law:

At St Andrew's it is important for us to be aware of what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology.

This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Effective RSE can lead to the disclosure of a child protection issue. We will use our Child Protection and Safeguarding Policies to manage these. Teachers will consult with the Designated Safeguarding Lead.

7. Parents and other stakeholders

The role of parents in the development of their children's understanding about relationships is vital. We believe parents are the first teachers of their children.

We will ensure that parents know what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn for some or all of the sex education part of RSE. Parents wishing to withdraw are invited to speak to the PSHE Lead or the Head Teacher.

The Jigsaw Scheme of work will be placed on the school website for parents to see.

We will ask the children for their feedback to review the Jigsaw Programme.

8. Resources

Jigsaw Programme
NSPCC
LGBT resources
Supporting Children's Mental Health Healthy Minds

9. Assessment and reporting

Lessons will be planned to ensure that pupils of differing abilities, including the most able are challenged.

Jigsaw sessions will be evidenced in Topic Books.

The key aspects of the Jigsaw Scheme of work are in scope for OFSTED inspection; through the inspector's consideration of pupils' personal development, behaviour and welfare and spiritual, moral, social and cultural development.

10. Links to other policies

- PSHE and Citizenship
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Drug Education and Dealing with Related Incidents
- Safeguarding

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