



## **Relationships and Sex Education and Health Education Policy**

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School Governor with lead responsibility for SRE:

# Relationships and Sex Education and Health Education Policy

## 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 positively.”

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 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 the 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
- [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).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

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#### 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.



To support the school with the delivery of the RSE curriculum, we will use the 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, 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.

### **Relationships Education:**

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

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 throughout the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop an understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

## **Health Education:**

Health Education 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'.

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).

## **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.

At St Andrew's School, we believe children should understand the facts about human reproduction before they leave primary school and that it helps our pupils' development, confidence and self-esteem. It is a developmental approach where each year group will build on previous knowledge and children will be taught at appropriate age-related expectations.

We define Sex Education as understanding human reproduction and puberty, thinking about the changes that pupils will experience.

We intend to teach this as part of our PSHE and Science curriculum. We do expect parents to discuss with their children issues that arise within their own families. We will ensure all children:

- Develop confidence in talking, listening and thinking about feelings and relationships

- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty
- Recognise the physical, emotional and moral implications and risks of certain types of behaviour
- Know the basics of human reproduction

### **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 St Andrew's 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)

In addition to teaching within PSHE, we will teach Human Reproduction within a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we will also teach this within our science curriculum. In this instance, children can not be withdrawn from the statutory curriculum.

The school will inform parents when this curriculum will be taught through our curriculum newsletters for the Summer term before the Changing Me Puzzle is taught and within the science curriculum aspect of newsletters when the subject area is covered.

## **5. Safe Practice**

Primary-age pupils will often ask their teachers or other adults questions about 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 different 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 we need 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 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 a 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 of 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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