

Relationships and Sex Education

POLICY

Author/Owner	Principal
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1. Introduction

- 1.1 This policy sets out our school's approach to statutory Relationships and Health Education and non-statutory Sex Education.
- 1.2 The *Relationships Education, RSE, and Health Education (England) Regulations 2019* made Relationships Education and Health Education statutory in all primary schools. Related topics that fall within the statutory requirements for Relationships and Health Education, include 'safe-touch', puberty and menstrual wellbeing, and are built into our PSHE education curriculum.
- 1.3 The Local Governing Board has therefore chosen to teach sex education to pupils at Sandringham. While the teaching of Sex Education in primary schools remains non-statutory, except for the elements of sex education contained in the science curriculum, statutory government guidance encourages primary schools to deliver age-appropriate sex education.

2. What is Relationships and Sex Education and why do we teach it?

- 2.1 Relationships and Sex Education (RSE) and Health Education is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE and Health Education also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.
- 2.2 Relationships Education is designed to help children to have positive and safe relationships with family, friends and online. All children should be valued and included and hence includes images of many different family compositions in lessons on family relationships.
- 2.3 Health Education helps children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others.
- 2.4 We define sex education as teaching how human reproduction occurs, including how a baby is conceived. We believe that it is important to equip our pupils with the knowledge and skills that they need to as they approach puberty and prepare for their next steps in life.
- 2.5 The science curriculum teaches about the main external body parts, the human life cycle (including puberty), and reproduction in some plants and animals.
- 2.6 Further information for parents about statutory Relationships and Health Education is available from the Government: [Understanding Relationships and Health Education in your child's primary school: a guide for parents](#).

3. Our Curriculum for RSE and Health Education

- 3.1 At Sandringham, we include RSE and Health Education within our whole-school Personal, Social, Health and Economic Education (PSHE) curriculum.
- 3.2 PSHE lessons, including RSE and Health Education, are taught by class teachers, supported by expert visitors as appropriate. Teaching staff receive training in the delivery of the RSE and Health Education curriculum, led by the PSHE Lead with the support of external experts as required.

Jigsaw Programme

- 3.3 To ensure progression and a spiral curriculum, we use *Jigsaw, the mindful approach to PSHE*, as our chosen teaching and learning programme. This programme reflects statutory guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.
- 3.4 Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education, and Sex Education.
- 3.5 Appendix 1: *Sex Education Individual Year Group Overview* summarises the non-statutory content.
- 3.6 We allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- 3.7 Class teachers deliver the weekly lessons to their own classes.

Relationships Education

- 3.8 Relationships Education covers:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships and
 - Being safe.
- 3.9 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

- 3.10 Health Education covers
 - 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.
- 3.11 Whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education outcomes, some 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.
- 3.12 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. In Jigsaw this is taught as part of the Changing Me Puzzle (unit).
- 3.13 Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these

are private parts of their bodies. Puberty is introduced gently in Y3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried.

Sex Education

- 3.14 Schools 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'.
- 3.15 At Sandringham Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction. We teach this as part of PSHE lessons in Term 3 – Changing Me unit of learning.
- 3.16 Conception is introduced age-appropriately in Y4 using the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Y6.
- 3.17 The statutory elements are shown in black below. The content in red shows the non-statutory sex education content and how it fits in as part of statutory elements:

Puberty and Human Reproduction in Jigsaw 3-11		
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

Additional programmes and support

- 3.18 We supplement our chosen approach with support from the school nursing team to deliver specific sessions. We also use Project Evolve to teach pupils about maintaining healthy online relationships.
- 3.19 We reinforce these explicit lessons in many ways: assemblies and collective worship, praise and reward system, a Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

4. Safeguarding

- 4.1 Pupils may be affected by issues discussed in lessons. To ensure that we keep all children safe, we follow our school safeguarding procedures, including:
- Setting ground rules for lessons, where needed, particularly around not sharing personal information
 - Stopping discussions if personal information is shared in lessons and following up with pupils later where needed
 - Not promising confidentiality if a pupil confides something concerning
 - Telling pupils they can ask for help and they will be taken seriously
- 4.2 Where concerns arise, the school will follow the appropriate procedures as set out in the Safeguarding and Child Protection Policy.

5. Roles and Responsibilities

- 5.1 The Governing Body will approve the Relationships and Sex Education Policy and hold the Principal to account for its implementation.
- 5.2 The Principal is responsible for ensuring that Relationships and Sex Education is taught consistently across school and for managing requests to withdraw pupils from the Sex Education components of RSE.
- 5.3 The PSHE Subject Leader leads the RSE and Health Education programme with the support of Governors and the Senior Leadership Team. The PSHE Subject Leader ensures that RSE and Health Education teaching is monitored using a variety of strategies including discussions with staff, monitoring planning, work scrutiny, observing lessons and pupil interviews.
- 5.4 Staff are responsible for:
- Delivering RSE and Health Education in a sensitive way
 - Modelling positive attitudes to RSE and Health Education
 - Monitoring progress of pupil understanding
 - Responding to the needs of individual pupils
- 5.5 Pupils are expected to engage fully in RSE and Health Education and when discussing issues related to RSE and Health Education, treat others with respect and sensitivity.

6. Managing Difficult Questions

- 6.1 During both formal and informal PSHE/RSE and Health Education sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.
- 6.2 Teachers will:
- Set specific ground rules, which will clarify boundaries for pupils, and mitigate disclosures in class
 - Clarify that personal questions should not be asked
 - Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, parent.

- 6.3 In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive areas or topics they may find embarrassing. Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE and Health Education policy), provision may be made to address the individual child/young person's requirements. If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils (being mindful of Guidance for Safer Working Practice).
- 6.4 Individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

7. Parents Right to Withdraw

- 7.1 Relationships Education is statutory. Parents do not have the right to withdraw their children from Relationships Education.
- 7.2 Health Education, including teaching about puberty, is statutory. Parents do not have the right to withdraw their children from Health Education.
- 7.3 Science is a core subject within the school's curriculum. Parents do not have the right to withdraw their children from science education.
- 7.4 Sex education is not statutory. We define sex education as teaching how human reproduction occurs, including how a baby is conceived. Parents do have the right to withdraw their children from sex education.
- 7.5 Prior to teaching the non-statutory components of sex education, we will send information about them and inform Parents/Carers that they have the right to withdraw their child if they wish to.
- 7.6 We will offer parents support in talking to their children about sex education and how to link this with what is being taught in school.
- 7.7 The Principal will be available to discuss any request to withdraw children with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The Principal will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excluded from sex education at their parents' request, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

8. Training and Support

- 8.1 Training will be delivered to all new staff by our PSHE Subject Leader.
- 8.2 We will also invite health professionals such as the school nurse to help with the delivery and provide support for staff when delivering our programme.
- 8.3 Jigsaw Online provides guidance and training materials for staff.
- 8.4 If staff want support or feel uncomfortable delivering any aspect of Relationship and Sex Education due to their own beliefs or concerns, then they will discuss this with the PSHE Subject Leader or a member of the Senior Leadership Team.

9. Useful Documents

9.1 For further guidance on Relationship and Sex Education and Health please visit the following:

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education>
- Relationships and Health Education - A guide for parents https://c4ff8277-692b-42ad-a11bf8aa2d38d5aa.filesusr.com/ugd/e5b70e_0041fe430292474a82ae8548315bfe43.pdf

Appendix 1: Sex Education Individual Year Group Overview



Jigsaw SRE Content The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle 6.

Year	Piece Number & Name	Learning Intentions 'Pupils will be able to...'	Content	Safeguarding
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult	Open my mind - Class activity to review making special things i.e. a baby. Group activity to discuss these questions: Why do people choose to have babies? What is difficult about looking after a baby? Point out this is a choice or ask - Does everybody have to have a baby? Tell me or Show me - Class discussion using the PowerPoint slides to recap where the parts to make a baby come from. Use 'story' script to tell the story of the sperm meeting the egg*. Show the animation: The Female Reproductive System. Let me learn - Teacher led discussion - imagine visiting another planet that does not have male / female differences - how might they reproduce? Paired activity to create a fact file for an alien on how humans reproduce. Help me reflect - Share fact files and remind children to use the question box if they have any questions or are unsure of anything.	Physical abuse Emotional abuse Sexual abuse Gender -based violence <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations.</i> <i>*(Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one-to-one basis.)</i>
5	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways	Connect us - whole class activity using Relationships Cards to think about the types of relationships there are. Sort into different categories of relationship e.g. Family, Peer (may need explaining), Working and Relationships with Physical Attraction. Open my mind - Small group activity to consider relationships that become a couple and decisions to have a baby. Using 'Having a Baby Diamond 9 cards' to sort most important/ least important*. Tell me or Show me - Introduce the word 'Conception' - the moment when a new life begins. Use the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens. Introduce the term sexual intercourse. Show the PowerPoint slides of a baby in the womb to recap how new life grows. Let me learn - Small group sorting activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding Help me reflect - Review and discuss the learning from the session. Remind them of the Private Post Box for the questions they're still not sure about, or that may occur to them later.	Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>* The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether people with disabilities should have a family, whether parents need to be married, whether it is right for same sex couples to bring up children. Always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.</i>
6	Piece 4 Babies - Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby	Open my mind - Class discussion to consider a baby developing. Use the PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' Tell me or Show me - Range of activities to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth' Let me learn - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swap cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally). Help me reflect - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future?	Neglect Physical abuse Emotional abuse Sexual abuse <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>

School will make Powerpoint slides available upon request and during parent workshops.