

Live life, Love learning, Guided by God.

St Mary's C of E Primary School



Relationships and sex education (RSE) and health education Policy

Committee responsible	Pupil Progress
Approval required by	Full Governing Body
Statutory or Recommended	Statutory
Frequency of review	1 year
Date approved	December 2022
Date of next review	October 2023
Display on website	Yes
Link with other policies	Child Protection and Safeguarding
Signed by the Chair Of Governors:	Jack Foster
Signed by the Headteacher:	Emmeline Lawlor

St Mary's Primary School, Church Lane, Chessington, KT9 2DH

<https://www.stmaryschessington.co.uk>

Our Core Purpose

We aim to provide a safe and nurturing environment, based on Christian values, where all feel happy, safe and valued. We ensure that all are motivated, engaged and supported in becoming the best possible version of themselves.

Aims for RSE – Our Intent

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the school and wider community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own value, work collaboratively and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At St Mary's C of E Primary School, Relationships and Sex education (RSE) is embedded in our wider approaches to the School Curriculum. RSE sits within the areas of Science and Personal, social, cultural, spiritual and emotional education. Jigsaw PSHE scheme is used as a tool to deliver these aspects of the curriculum.

What is RSE and what are the Current RSE requirements?

Relationships and Sexual education teaching is in place to ensure that through high quality, evidence-based and age-appropriate teaching we can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. (Department For Education- **Relationships education, relationships and sex education (RSE) and Health education**)

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....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'

DfE Guidance on Relationships Education, Sex Education and Health Education 2019

Current laws on RSE

Currently, maintained **secondary** schools have to provide sex education but the only topic they must cover is HIV, AIDS and other sexually transmitted infections. Maintained **primary** and **secondary** schools must follow the National Curriculum, which includes some aspects of sex education in Science.

Maintained primary and secondary schools must also have an up-to-date policy that describes the content and organisation of RSHE taught outside the Science Curriculum. If the decision is taken not to teach RSHE outside the Science Curriculum this should also be documented in the policy. It is the responsibility of the school's governing body to ensure that the policy is developed and made available to parents. Parents have a right to withdraw their children from RSHE taught outside the Science Curriculum.

All state-funded schools must pay due regard to the Government guidance on Sex and Relationships Education, currently this is the DfE guidance published in 2000. The guidance recommends that schools teach the broader subject of sex and relationships education - and advise that this be taught as part of personal, social and health education (PSHE).

New RSE and statutory duties in school:

New guidance and regulations were passed in Parliament in 2019 and came into force from September 2020, although schools were given until September 2021 to ensure they were ready and met the requirements.

PRIMARY schools - RELATIONSHIPS EDUCATION and HEALTH EDUCATION IS COMPULSORY but Sex Education is at school's discretion.

Primary health education should include;

- 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

Primary relationships education should include;

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The Department continues to **recommend** that **all** primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils...drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born'.

SECONDARY schools - RELATIONSHIPS EDUCATION SEX EDUCATION and HEALTH EDUCATION are all COMPULSORY

Statutory guidance can be found in the **Relationships education, relationships and sex education (RSE) and health education section of the Department for Education site. This in the link below:**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education>

The new curriculum was mandatory from September 2020.

Guidance for schools and governors also can be found on the DfE website- Sex and Relationship Education Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

As a Church of England School

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

In St Mary's c of E Primary School and Nursery we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

9 The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Ofsted's Education Inspection Framework (May 2019)

Judgements are based on four key areas and the PSHE and RSHE curriculum and requirements fit firmly in these...

1. Quality of education
2. Behaviour and attitude
3. Personal development
4. Leadership and management

Jigsaw Curriculum content

The Jigsaw PSHE/RSHE scheme is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Jigsaw covers all areas of PSHE for the primary phase, shown below. Each year the children cover the same topics at the same time but these are built on each year to ensure progression and a more developed understanding.

Autumn 1: **Being Me in My World** - Includes understanding my place in the class, school and global community as well as devising Learning Charters)

Autumn 2: **Celebrating Difference** - Includes anti-bullying (cyber and homophobic bullying included and diversity work

Spring 1: **Dreams and Goals** - Includes goal-setting, aspirations, working together to design and organise fund-raising events

Spring 2: **Healthy Me** - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

Summer 1: **Relationships** - Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Summer 2: **Changing Me** - Includes Sex and Relationship Education in the context of looking at change

Curriculum

Our programme of sex education follows the Jigsaw RSHE Content. The grid below shows specific RSHE learning intentions for each year group in the '**Changing Me**' puzzle:

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)

Puberty and Human Reproduction in Jigsaw 3-11

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)

Inclusion

When planning, teachers should consider the most effective ways to support children with SEND and EAL and where necessary refer to the relevant policies.

When progress falls significantly outside the expected range, the child may have special educational needs or be identified as gifted or talented. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn most effectively. This ensures that our teaching is matched to the child's needs.

If a child is identified as having special educational needs intervention through SEND or an EHCP then their PSHE/RSHE provision will be supported and differentiated accordingly in order to overcome any barriers to accessing the teaching and learning opportunities.

Monitoring

The RSHE/PSHE team made up of the lead and a governing body representative review the RSHE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. We give serious consideration to any comments from parents about the sex education programme, and make a record of all such comments. Governors scrutinise materials to check they are in accordance with the school's ethos. The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can be used as evidence in the Jigsaw Journal. Each Puzzle has a set of three level descriptors for each year group: Working towards; Working at; Working beyond. It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor they think they have achieved. The teacher does the same and facilitates a conversation with the child about their learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focusing on how progress could be made in the next Puzzle.

Equal Opportunities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b)

Parents' Right of Withdrawal

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school, except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or RSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSHE programme until the request for withdrawal has been removed. Our materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSHE to their children at home.

Links to Other Policies and Curriculum Areas

We recognise the clear link between Jigsaw PSHE/ RSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

1. Science curriculum
2. Teaching and Learning Policy
3. Equal Opportunities Policy
4. Child Protection Policy

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Appendix 1 Permission to discuss leaflet for parents and carers (Diocese of Guildford)

Appendix 2 Permission to discuss A guide for parents and carers (Diocese of Guildford)