



Lawn Primary and Nursery School

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Policy Owner

PSHE lead and Headteacher

Policy History

<i>July 2015</i>	<i>First created and approved</i>
<i>July 2018</i>	<i>Reviewed</i>
<i>July 2019</i>	<i>Updated and reviewed</i>
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<i>July 2021</i>	<i>Updated and approved</i>
<i>July 2023</i>	<i>Reviewed and updated</i>

Introduction

Lawn Nursery and Primary School caters for children aged between 2-11. The school follows statutory requirements from the DFE (see link below)

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

This policy was developed by the school's PSHE Coordinator, Headteacher through consultation with parents/carers, staff and governors. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme. SRE is taught through the Jigsaw programme which is a progressive and age-appropriate scheme ensuring that all children receive high quality SRE education.

Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective SRE 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.

Aims and Objectives

RSE in schools forms part of the Personal, Social, Health and Emotional Curriculum (PSHE). RSE stands for relationships and sex education. This terminology is used in this policy to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

We believe a programme of relationships and sex education is not merely about biological facts and information, but also emphasises the skills, attitudes and insights that young people need in order to form loving and caring relationships.

The Changing Me Puzzle includes, in every year group, two or three lessons to help children understand the changes puberty brings and how human reproduction happens. There is a very serious safeguarding aspect to this work; obviously, the younger year groups are not looking at these issues directly and explicitly, but rather learning correct terminology for body parts and doing the foundation work for learning that will follow in later year groups. The Years 5 and 6 lessons look more fully at puberty and reproduction. Such lessons adhere to the science curriculum objectives.

We will ensure that any issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically an atmosphere of tolerance and acceptance will be encouraged. Vulnerable pupils e.g. autistic children will have their specific needs addressed by their class teacher.

RSE has three main elements:

Knowledge and understanding (physiology)

Personal and social skills (self-esteem and assertiveness skills)

Attitudes and values (culture, beliefs and respect for others)

A brief overview of specific issues for each year group and what the school has chosen to cover is in *Appendix A*

In summary, we aim to:

- (i) Overcome ignorance and increase understanding.
- (ii) Reduce anxieties.
- (iii) Promote responsible behaviour.
- (iv) Facilitate communication on sexual matters.

- (v) Prepare the children for situations, feelings and emotions which will occur naturally during puberty and adult life.
- (vi) Enable children to appreciate relationships and sex education as an integral part of the wider issues of general well being and personal, social, and health education.

Morals and Values

At the primary level, care and sensitivity is required in matching the teaching to the maturity level of pupils involved. We feel that teaching should aim to help pupils cope with the physical and emotional challenges of growing up and give them an appropriate understanding of health education and body care. Pupils' questions will be answered with sensitivity and honesty, and due consideration will be given to any particular religious or cultural factors.

Health, Relationship and Sex Education

Health and Relationship Education is statutory (required) in all primary schools, and it is recommended that all primary schools have a Sex Education programme that is tailored to the age of the pupils. The Health and Relationship curriculum content is woven throughout the entire programme of Jigsaw, with a specific focus within the 'Healthy Me' and 'Relationships' Puzzles.

In the Early Years and Key Stage 1, the focus is on life cycles, valuing our own bodies and learning some vocabulary for the external body parts, that we might use if we needed to talk to an adult such as a nurse or a doctor.

In Key Stage 2, there is a particular focus on the Health Education element of puberty in (including menstruation) and the changes that happen inside and outside the body. This is taught in a way that helps pupils feel prepared for the main changes that happen before puberty starts, and to encourage them to talk to an adult at home or at school if they have any questions.

At Lawn, we define 'Sex Education' as a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. Sex Education is part of our PSHE/RSE curriculum, and we teach it through the Jigsaw 'Changing Me' topic. Please note that animal reproduction is a statutory element of the Year 5 Science curriculum and at Lawn, we deliver this including human reproduction in Term 6 (this term).

At Lawn Primary and Nursery School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum further, should you wish to do so. If you require more information, please email your child's class teacher who will be able to share additional resources and information on the content of the lessons that will be delivered.

The Jigsaw unit 'Changing Me' is taught in the Summer Term and contains 6 pieces (lessons). Each year group will be taught appropriate to their age and developmental stage. This content will be taught by the class/year teachers. We will not teach beyond the remit of the year group. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

Responsibility for RSE

A **whole school approach** will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. A breakdown of this is below.

The **Senior Leadership Team** (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The responsibility of effective delivery in the classroom lies with the **class teacher**. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted and aided in their RSE work by the provision of resources, background information about relevant children in their classes, support and advice from experienced members of staff or outside organisations where required and access to appropriate training.

The **Designated Safeguarding Leads** will be able to assist where required.

The designated **RSE co-ordinator** is responsible for the development for the RSE programme that meets all legal requirements as well as the needs of the children. It also includes keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluation.

Non-teaching staff (T.A's, M.D.S.A's) may be involved in a supportive role in some RSE lessons, circle times and assemblies. They may also play an important, informal pastoral support role with pupils. They will have access to information about what that year group is doing in RSE and have access to attend appropriate staff training sessions. Ideally, the membership of the teaching team will include both sexes. If this is not the case then access for the children to a male and female teacher at Lawn should be arranged. Opportunities for discussions with a health professional will be offered.

Governors

Governors within their role, have a statutory obligation to review this policy ensuring that our legal and governmental expectations are met. Governors will also monitor the implementation of this policy and its impact on children's skills and knowledge.

Partnership with Parents and Carers

Parents/carers are informed in advance of the content of the 'Changing Me' puzzle. They are welcome to preview the content of the sessions.

Right to withdraw

As of 2020, relationship and health education is compulsory in primary schools in England. Parents /carers do not have the right to withdraw their child from statutory relationships education. The National Curriculum Science taught in all maintained schools, includes content on human development, including conception, reproduction and birth, which there is also no right to withdraw from. At Lawn Primary and Nursery School, we will only be teaching the statutory elements of RSE. (It is the non-statutory elements of RSE that parents have the right to withdraw their child from).

Parents are invited to discuss any concerns or request for clarification with the PSHE co-ordinator.

Individual advice and counselling

Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the school team (Headteacher/Deputy Headteacher, Designated Safeguarding Lead, PSHE Coordinator).

Equal Opportunities

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this the school will take into account:

- ☐ The needs of boys and girls
- ☐ Ethnic and cultural diversity
- ☐ Varying home backgrounds
- ☐ Sexuality
- ☐ Special Educational Needs

Safeguarding

In the event that information disclosed by a pupil during a RSE lesson were to raise a concern about the safety of a child we would follow our school safeguarding procedures referring to the appropriate Designated Safeguarding Lead as appropriate.

Links with other policies

In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of relationship and sex education. This policy links closely with the Equal Opportunities Policy, the Anti-bullying Policy and the school's Safeguarding and Child Protection policy. We intend to meet individual student's needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously. In line with DfE guidance, teachers will be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer objective and helpful support.

Training

Opportunities for all teachers for further training in the delivery of relationship of sex education will be sought and accepted wherever circumstances permit.

The PSHE co-ordinator will be responsible for organising the training of staff delivery of RSE. All staff will be issued with guidance for the delivery of the programme.

Resources will be provided by the PSHE co-ordinator and will be monitored by them for suitability.

Policy Implementation

☑ The policy will be available on the school website.

☑ All relationship and sex education will be delivered according to the policy framework.

☑ Other agencies that work with the school will be informed of the RSE policy.

☑ The school is part of the Wiltshire and Swindon Healthy Schools, which support all health education within the school such as: Healthy Schools Status

Procedures for Evaluation, Monitoring and Review

The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding.

The class teachers will evidence learning in their PSHE books. The PSHE co-ordinator will monitor lessons throughout the school and year groups, for example, through lesson observation and pupil surveys. The PSHE co-ordinator is responsible for considering issues raised by any of the evaluation procedures and will action specific issues by discussing them in a staff meeting with other staff.

Complaints Procedure

Complaints about content and/or delivery of the RSE programme will be dealt with in accordance to the School Complaints Procedure.

The policy will be reviewed every three years by the Governing Body.

APPENDIX 1

Using Jigsaw England PSHE, teachers will incorporate these themes in their medium term planning, either as discrete lessons, or as part of a wider topic with other curriculum areas.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education