



Lawn Primary and Nursery School

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Policy Owner

PSHE lead and Headteacher

Policy History

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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.

Aims and Objectives

RSE in school's 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.

Definition of Sex and Relationships Education

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.

Current SRE requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach SRE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented.

It is good practice for academies, free schools, colleges and independent schools to have a policy on SRE. All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and SRE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

Compulsory aspects of SRE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfE, 2020 new guidance). This states that:

- 66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. 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 will be for primary schools to determine

whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

- 67. 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. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting 24 these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

SRE and statutory duties in school

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2019) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

Equalities

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).

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.

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.

Jigsaw SRE Content

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

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
4	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
	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
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	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
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	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
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

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)

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.

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.

Right to withdraw

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships 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 head teacher and/or PSHE Lead 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 SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Partnership with Parents and Carers

Parents are notified of the SRE curriculum which is taught during the Summer Term and are given the opportunity to access learning materials and can express any concerns or questions with the class teacher or PSHE lead.

The government new guidance on SRE (DfE 2020 statutory) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Equal Opportunities

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE 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

SRE and SEN

All teachers at Lawn Primary and Nursery School tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Safeguarding

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, Designated Safeguarding Lead as appropriate should be informed.

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).

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.

