

# Lethbridge Primary School

## Relationships and Sex Education Policy

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| <b>Approved Date:</b> February 2023 | <b>Next review date:</b> February 2025 |
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### History or most recent policy changes

| Date | Page | Change | Origin of change e.g. TU request, change in legislation |
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This policy should be read in conjunction with:

PSHE Policy

Safeguarding and Child Protection Policy And with

reference to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships><http://www.education.gov.uk/aboutdfe/statutory/g00214676/sexandrelationships-education-guidance>

<https://www.gov.uk/government/publications/sex-and-relationship-education>

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

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-andtackling>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010>

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act2010>[departmental-advice](http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act2010)

## **Aims**

This policy aims to clarify the content and the manner in which SRE is delivered in this school. It is based on the DfE guidance document Sex and Relationship Education (ref DfE 0116/2000), which is the most recent DfE document available and with reference to the Statutory Guidance on RSE and Health Education September 2020.

The three main aims of the Lethbridge Primary 'Sex and Relationship Policy' are:

1. For pupils to gain knowledge and understanding
2. To develop positive attitudes and values, regardless of religion, cultural background, nationality, gender, sexual orientation, disability or special educational needs
3. To develop and extend pupil's personal and social skills

## **Organisation**

SRE is integrated into the school curriculum. SRE is taught through the science curriculum, our PSHE (personal, social, health and economic education) curriculum and Relationships and Sex curriculum. We base both our PSHE and RSE curriculum on the Jigsaw scheme. These lessons are taught by staff well known to the children. We may

also include outside agencies in our delivery of the RSE curriculum for example, a school nurse. Children will usually be taught these aspects of the curriculum in mixed gender groups, however we may decide, at times, that some aspects are best approached with single gender groups.

## **Special Educational Needs**

Young people with special educational needs will not be withdrawn from SRE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

## **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).

## **The Curriculum**

The curriculum is carefully designed to be appropriate to pupils' ages and stages of development, and includes a strong safeguarding element. Within the wider PSHE curriculum, pupils are taught to become aware of their thoughts and feelings, to understand and value who they really are, and how they relate to other people. The curriculum also helps to equip pupils to cope with modern-day issues, such as body image, cyber and homophobic bullying, and internet safety.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme

(Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

### **Jigsaw PSHE Content**

| Term             | Puzzle name            | Content  |
|------------------|------------------------|--|
| <b>Autumn 1:</b> | Being Me in My World   | Includes understanding my place in the class, school and global community as well as devising Learning Charters) |
| <b>Autumn 2:</b> | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work                               |
| <b>Spring 1:</b> | Dreams and Goals       | Includes goal-setting, aspirations, working together to design and organise fund-raising events                  |
| <b>Spring 2:</b> | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices            |
| <b>Summer 1:</b> | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills  |
| <b>Summer 2:</b> | Changing Me            | Includes Sex and Relationship Education in the context of looking at change                                      |

### **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<br>'Pupils will be able to...'  |
|-------------|------------------------------------|---|
| Early Years | Piece 3<br>Growing up              | understand that we all grow from babies to adults   |
| 1           | Piece 4<br>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<br><br>respect my body and understand which parts are private  |
| 2           | Piece 4<br>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<br><br>tell you what I like/don't like about being a boy/girl |
| 3           | Piece 1<br>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<br><br>express how I feel when I see babies or baby animals  |

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|  | Piece 2<br>Babies               | understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow<br><br>express how I might feel if I had a new baby in my family  |
|  | Piece 3<br>Outside Body Changes | understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies<br><br>identify how boys' and girls' bodies change on the outside during this growing up process<br><br>recognise how I feel about these changes happening to me and know how to cope with those feelings |

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|   | Piece 4<br>Inside Body<br>Changes<br>(Yr 3 lesson*) | <p>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</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p> |
| 4 | Piece 2 a<br>Having A<br>Baby                       | <p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>   |

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| 5 | Piece 3<br>Girls and<br>Puberty (Yr<br>4 lesson*) | <p>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</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> |
|   | Piece 2<br>Puberty for<br>Girls                   | <p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>  |
|   | Piece 3<br>Puberty for<br>Boys and Girls          | <p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>   |

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| 6 | Piece 4<br>Conception<br>(Yr 5 lesson*)     | <p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p> |
|   | Piece 2 Puberty                             | <p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>                                  |
|   | Piece 3<br>Girl Talk/Boy<br>Talk            | <p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>  |
|   | Piece 4<br>Babies<br>Conception to<br>Birth | <p>– describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>   |
|   | Piece 5<br>Attraction                       | <p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>  |

\*These lessons have been changed from the Jigsaw programme suggestion following a school and parent consultation on 3.3.20.

## Safeguarding

Teachers need to be 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, the Safeguarding and **Child Protection policy** is followed.

## **The Role of Parents**

We value and respect the learning that occurs in the community and in the home, believing that this, alongside school links, are essential dimensions of relationships and sex education. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation. This policy and our SRE curriculum was written in full consultation with parents including consultation in both written form and through parent meetings.

In promoting this objective we will:

- inform parents about the school's sex and relationships education policy
- notify parents before sensitive issues are taught in lessons
- answer any questions that parents may have about sex education
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for it in the school

Under section 405 of the Education Act 1996, parents have the right to withdraw their child from the teaching of sex education, other than the statutory content within the National Curriculum. Parents do not have the right to withdraw their child from relationships or health education as issued under Section 80A of the Education Act 2002.

If a parent wishes their child to be withdrawn from sex education lessons, they should write a letter to explain their reasons for withdrawal, making it clear which aspects of the programme they do not wish their child to participate in. They will then be invited to a meeting with the Headteacher so that both parties are clear on the agreed outcome.

## **The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about this policy and that it is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.



The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **The Governing Body**

The governing body has responsibility to ensure the school's RSE policy is up-to-date and describes the content and organisation of RSE outside of the national curriculum science. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. The governing body will continue their involvement through regular evaluation of provision and policy.

### **Monitoring**

The delivery of RSE is monitored by the humanities curriculum team on behalf of the head teacher through: discussion with staff, monitoring of planning, pupil voice and learning walks. Pupils' development in RSE is monitored by class teachers. This policy will be reviewed every two years or in response to changing requirements both nationally or within school practice.