

# Stow Heath Primary School



## Relationships and Sex Policy 2022-2023

Policy Adopted: 26.9.2022

Policy published: 1.10.22

Policy Review: September 2023

### **Context**

All schools must provide a broadly balanced curriculum that meets the needs of all pupils. With reference to section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must ensure that it:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## Introduction

At Stow Heath Primary School, we value PSHE as one way to support children's development, to enable them to understand and respect themselves and others, to ensure they have confidence to voice opinions and beliefs, to make informed decisions about their lives and to equip them for their future learning. The PSHE curriculum at our school ensures that children are taught about respectful relationships, focusing primarily on family and friends. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. Keeping fit and healthy is addressed, and linked to PE and science. Teaching mental wellbeing is central to these subjects.

To ensure progression in our PSHE curriculum, we use Jigsaw as our chosen teaching and learning programme and adapt it appropriately to our pupils needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

We use the most up to date teaching materials through this programme and therefore ensure our teachers are well supported in all areas of PSHE.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education 2021
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools Guidance
- Equality Act 2010
- SEND code of practice: 0 to 25 years
- Alternative Provision
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for independent schools

## Aims

We aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Sex and relationship education will be fully integrated into the curriculum.

We aim to work in partnership with parents, consulting with them on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. We will ensure that anyone coming into school to help deliver the programme is aware of and follows the school's policy.

What do we teach when and who teaches it?

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

| Term     | Puzzle (unit)          | Content  |
|----------|------------------------|--|
| Autumn 1 | Being Me in My World   | Helps children to understand their own identity. Also, how they fit into their class, school, country and global community.  |
| Autumn 2 | Celebrating Difference | Includes anti-bullying, celebrating and accepting differences and being kind towards themselves and others.  |
| Spring 1 | Dreams and Goals       | This includes setting goals and aspirations for the future.  |
| Spring 2 | Healthy Me             | Self-esteem and confidence are developed. Helps children to think about healthy life style choices such as nutrition, exercise and rest. The effects of drugs and alcohol are addressed. |
| Summer 1 | Relationships          | Understanding relationships, family and friends. Looking at other relationships, communication skills, conflict resolution, bereavement and loss.  |
| Summer 2 | Changing Me            | Relationship and Sex education in the context of coping positively with change.  |

At Stow Heath Primary School, we aim to allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways.

Assemblies and collective worship, praise and reward system, through relationships that children foster with each other and with the adults in our school. We apply what is learnt to everyday situations in our school community, ensuring the development of integrity, honesty, kindness and generosity.

Class teachers and Teaching Assistants deliver the weekly lessons to their own classes.

The 'Shine Like a Star' is motto through the development of core values for all pupils. Teaching our children that, through hard work, determination and resilience, their dreams are achievable. Staff at Stow Heath Primary School have a responsibility to act as role models to our pupils, ensuring these values shine through our whole school community.

These core values are as follows:-

1. Confidence
2. Responsibility
3. Communication
4. Encouragement
5. Resilience
6. Respect
7. Kindness
8. Co-operation
9. Patience
10. Problem solving



There are daily well-being sessions that run parallel to the PSHE being taught that half term. These sessions give the children the opportunity to reflect on how they are feeling that day, and discuss a variety of topics and scenarios.

### Parental Involvement

The partnership between parents and schools play an important role in the education of children.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's sex education policy and practice through, for example, newsletters, school web site etc.
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

Parents have the right to withdraw their child from all or some of the sex education programme that is taught as part of statutory RSE. However, there is no right to withdraw from Relationships Education or Health Education. In addition, the National Curriculum for Science (Year 5) requires children to know how mammals reproduce and children cannot be withdrawn from this.

If there are any questions, then parents can request to speak to Mrs Hamilton or Mrs Raju.

The PSHE/RSE policy and information on Jigsaw (PSHE) programme will be up for parent consultation. We will provide this information on our school website; parents will be given reasonable time to consider this information; the school will then provide reasonable opportunities for parents to feed in their views.

### Special Educational Needs

Stow Heath Primary School caters for pupils who have a range of learning difficulties, including those with behavioural, emotional and social difficulties. These pupils are those who have Special Educational Needs or SEND. A pupil has SEND if they have a learning difficulty or disability which requires special educational provision to be provided for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age
  - Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

When teaching PSHE, pupils with special educational needs will be taught the curriculum, at appropriate stages of school life for them. Considerations will be given to the instructions and advice that is provided by members of staff or outside agencies for them, on personal hygiene, diet, disability, sexual matters and dangers of abuse, child development and preparing for adulthood.

Relationships and Sex Education will be approached from a biological, ethical and moral viewpoint and a variety of teaching methods or organisation will be used in a bespoke manner for the individual child. The expertise of outside agencies will be sought.

For this to happen, we will have discussions with the pupil (where appropriate) and their parents when identifying whether they need additional provision with regards to the teaching of the PSHE curriculum (see school's Local Offer). These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty on specific areas of teaching.
- We take into account the parents' concerns
- Everyone understands the agreed support needed for preparing the child for the PSHE curriculum and how it will be delivered.
- Everyone is clear on what the next steps are in relation to this.

### **Teaching Methods and Resources**

Active learning methods which involve children's full participation are used and RSE takes place within normal classroom provision of mixed-sex classes.

Staff will help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- establishing 'ground rules' (see below);
- role play and drama;
- class discussion;



- group discussion;
- circle time;
- reflection time.

All teachers are committed to delivering the RSE curriculum.

### **Relationships Education**

Relationships Education in primary schools will cover:

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

Details about the content taught can be found further in this policy.

The Relationships units of work cover most of the statutory Relationships Education. However, some aspects are taught in other parts of the programmes of study, and through other curriculum subjects. For example, internet safety is taught through ICT, themed days and visits from the Community Police. This approach to learning ensures the areas of study are reinforced through the year and across the curriculum.

### **Health Education**

Health Education in primary schools covers:

- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body
- Internet safety and harms,

Details about the content taught can be found further in this policy.

Please note, whilst the Healthy Me unit in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the Jigsaw programme of study. For example, emotional and mental health is nurtured during each lesson through the Calm me time and the daily well-being session.

Also, teaching children about puberty is now a statutory requirement within the Health Education part of the DfE guidance (changing adolescent body strand), and in Jigsaw this is taught as part of the Changing Me unit. There are also outside agencies that help prepare our children for puberty.

### **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to 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'.

At Stow Heath Primary School, we believe children should understand human reproduction before they leave primary school, and this will be covered both within the science curriculum (how mammals reproduce), and with tailored lessons from the school nurse.

### **Keeping Children Safe**

At Stow Heath Primary, safeguarding is held in the highest of regards. Any safeguarding matters that arise at reported on the schools CPOMS logging system and are reported to the designated safeguarding leads where deemed necessary.

### **Managing difficult Questions**

If children ask teachers or other adults questions about sex or sexuality that go beyond what is set out for Relationships Education, then adults will seek appropriate help and advice to answer these questions.

### **Working with outside agencies**

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

### **LGBT**

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. We consider it appropriate to approach and teach pupils about LGBT at a timely point in their school life. It is delivered sensitively and age appropriately in approach and content. This will not be taught as a stand-alone lesson. This is in line with the Equality Act 2010.

### **Equality**



All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

### **Transition to Secondary School**

During Year 6, pupils at Stow Heath receive a sex education programme that is tailored to their needs and delivered by the school nurse. Our children are prepared throughout their journey at Stow Heath as the Jigsaw Programme of Study ensures the necessary elements are taught age appropriately and built on each year.

### **Assessment**

Teachers assess pupil's progress using the PSHE end points that are linked to the Jigsaw Programme of Study, whilst pupil voice and evidence in class learning journeys provide a measure of the children's understanding.

Those pupils needing support to achieve success will be provided with intervention both individually and in small targeted groups.

### **Impact**

Having engaged in our PHSE/RSE programme at Stow Heath Primary School we will see children who have:

- high self-esteem and confidence
- respect the differences between people.
- involve themselves fully in the community life of the school including making decisions about issues.
- well-developed and embedded personal qualities and values that will equip them to meet the wider social demands of young adult life.
- responsibility for their actions and are aware of their actions on others.
- use thinking skills to make rational and informed decisions.
- know what healthy and positive relationships look like and how to deal with changes and conflict in those relationships.

Appendix





## Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

|                                     | Pupils should know  | Provision in Jigsaw  |
|-------------------------------------|---|--|
| Families and people who care for me | <p>that families are important for children growing up because they can give love, security and stability.</p> <p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>☑ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>☑ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> | <p>All of these aspects are covered in</p> <p>☑ Relationships</p> <p>☑ Changing Me</p> <p>☑ Celebrating Difference</p> <p>☑ Being Me in My World</p> |

|                    | Pupils should know   | Provision in Jigsaw  |
|--------------------|--|--|
| Caring Friendships | <p>how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>☑ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> | <p>All of these aspects are covered in</p> <p>☑ Relationships</p> <p>☑ Changing Me</p> <p>☑ Celebrating Difference</p> <p>Being Me in My World</p> |

|                          | Pupils should know  | Provision in Jigsaw   |
|--------------------------|---|---|
| Respectful Relationships | <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> <li>☑ practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>☑ the conventions of courtesy and manners</li> <li>☑ the importance of self-respect and how this links to their own happiness</li> <li>☑ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>☑ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>☑ what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> | <p>All of these aspects are covered in</p> <ul style="list-style-type: none"> <li>☑ Relationships</li> <li>☑ Changing Me</li> <li>☑ Celebrating Difference</li> <li>☑ Being Me in My World</li> </ul> |

|                      | Pupils should know   | Provision in Jigsaw  |
|----------------------|--|--|
| Online Relationships | <p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>how information and data is shared and used online</p> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>☑ Relationships</li> <li>☑ Changing Me</li> <li>☑ Celebrating Difference</li> </ul> |

|            | Pupils should know   | Provision in Jigsaw  |
|------------|--|--|
| Being Safe | <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> <li>☑ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul> | <p>All of these aspects are covered in lessons within</p> <ul style="list-style-type: none"> <li>☑ Relationships</li> <li>☑ Changing Me</li> </ul> |

|  |  |                                 |
|--|--|---------------------------------|
|  | <p>☑that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>☑how to respond safely and appropriately to adults</p> <p>they may encounter (in all contexts, including online) whom they do not know.</p> <p>☑how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p> | <p>☑ Celebrating Difference</p> |
|--|--|---------------------------------|

### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. By the end of primary school:

|                  | Pupils should know   | Provision in Jigsaw   |
|------------------|--|---|
| Mental Wellbeing | <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>☑that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>☑how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>☑how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>☑the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>☑isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>☑that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>☑Healthy Me Relationships</p> <p>☑ Changing Me</p> <p>☑ Celebrating Difference</p> |

|  |  |  |
|--|--|--|
|  | it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |  |
|--|--|--|

|                           | Pupils should know   | Provision in Jigsaw   |
|---------------------------|--|---|
| Internet Safety and Harms | <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>☑ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>☑ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>☑ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>☑ how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p> | <p>All of these aspects are covered in lessons within</p> <p>☑ Relationships Healthy Me</p> |

|                             | Pupils should know  | Provision in Jigsaw   |
|-----------------------------|---|---|
| Physical Health and Fitness | <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>☑ the risks associated with an inactive lifestyle (including obesity).</p> <p>☑ how and when to seek support, including which adults to speak to in school if they are worried about their health.</p> | <p>All of these aspects are covered in lessons within</p> <p>☑ Healthy Me</p> |

|                | Pupils should know   | Provision in Jigsaw   |
|----------------|--|---|
| Healthy Eating | <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>☑ the principles of planning and preparing a range of healthy meals.</p> <p>☑ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> | <p>All of these aspects are covered in lessons within</p> <p>☑ Healthy Me</p> |

|                            |   |   |
|----------------------------|---|---|
| Drugs, alcohol and tobacco | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking   | All of these aspects are covered in lessons within Healthy Me               |
| Health and Prevention      | <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>☑ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>☑ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>☑ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>☑ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>☑ the facts and science relating to immunisation and vaccination</p> | All of these aspects are covered in lessons within ☑ Healthy Me             |
| Basic First Aid            | <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>☑ concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>  | All of these aspects are covered in lessons within ☑ Healthy Me             |
| Changing Adolescent Body   | <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>   | All of these aspects are covered in lessons within ☑ Changing me Healthy Me |