



# **ST CHRISTOPHER PRIMARY**

## **Relationships and Sex Education Policy**

**July 2021**  
**(reviewed April 2022)**

### **Policy Scope and Rationale**

This policy covers our school's approach to the teaching of Relationships and Sex Education through PSHE lessons. It applies to all children being taught statutory curriculum content from Reception to 6. This policy provides guidance and information on all aspects of RSE Education and aims to provide a secure framework within which staff can work.

This policy is for staff, parents/carers, governors and visitors to the school.

### **Policy Consultation**

This policy was produced by the school's PSHE leaders and Senior Leadership Team through consultation with teachers, governors, parents and children. We are committed to working with parents/carers as well as all other school stakeholders, to make this policy as collaborative as possible. Consultation took the form of meetings as well as a general questionnaire.

### **Intent**

PSHE and our Relationships Education in Jigsaw are the building blocks that shape the school's broad curriculum and supports the development of children's skills, knowledge and attitudes. These building blocks prepare pupils at school for the opportunities, responsibilities and experiences of later life.

At St Christopher, we aim to provide our pupils with an environment where they feel respected and confident. We aim for children to be honest but to know the importance of respecting others, even when they make different choices or have different preferences or beliefs. We would like to help children recognise the characteristics of positive family relationships, enjoy time together in respectful friendships and feel supported by trusted adults.

We recognise that parents and carers are key to helping children cope with the physical and emotional aspects of growing up and we aim to compliment and support this role.

PSHE, RSE at St Christopher, through use of the Jigsaw Programme, will support the development of the skills, attitudes, values and behaviour, which enables pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenges
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society and
- Become healthy and fulfilled individuals

We believe the Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children's learning in this vital curriculum area. Our leaders in school have carefully considered each lesson within the Jigsaw scheme. Whilst the majority of lessons in the scheme are taught, there are some lessons particularly in the Changing Me piece that we do not teach,

that we have moved into later year groups or adapted to meet the stage, age and needs of our children. Lessons are tailored to the age and the physical and emotional maturity of our pupils at St Christopher and we therefore feel the scheme is personalised.

## Implementation

### CURRICULUM DELIVERY

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). Each Piece has two Learning Intentions, one is based on specific PSHE learning and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw's mindful approach to PSHE 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 homophobic 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.

Each week, children at St Christopher participate in a Jigsaw session as outlined in the table below:

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

Alongside regular Jigsaw lessons, children will participate in a number of educational sessions to help children understand abuse in all its forms and to recognise the signs of abuse in a children friendly way. The NSPCC's Speak Out, Stay Safe [www.nspcc.org.uk/speakout](http://www.nspcc.org.uk/speakout) and PANTS [www.nspcc.org.uk/pants](http://www.nspcc.org.uk/pants) programme is used in school.

### **TEACHING AND LEARNING:**

Staff at St Christopher believe establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, we feel it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter.

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teachers will be prepared to deal sensitively with personal issues arising from the work and to appropriately follow up disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

In the Changing Me aspect of Jigsaw lessons, we will use the correct scientific terms for the body parts. We know from experience that it is important to share this information with children for safeguarding reasons.

### **Dealing with Questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of our learning charter.
- If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as the pastoral team, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and will agree to talk to the child about it on an individual basis.
- To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.
- If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.

Children will be enabled to write anonymous questions to put in their class talk/worry box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, or one which is beyond the year group objectives, provision will be made to meet the individual child's needs.

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, puzzles have a built-in assessment task. 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 opinions.

### **SAFEGUARDING**

Teachers are aware that sometimes disclosures might be made during these sessions; in which case, safeguarding procedures will be followed immediately and a referral made to the Designated Safeguard Lead or Deputy Safeguarding Lead.

Updated government safeguarding guidance is available (Keeping Children Safe in Education) and staff are trained around the policy regularly. Sometimes disclosures might be made during Jigsaw sessions; in which case, safeguarding procedures will be followed immediately and a referral made to the Designated Safeguarding Lead or Deputy Safeguarding Lead.

### **EQUALITY OF OPPORTUNITY**

At St Christopher, we recognise that every child has a right to access the full curriculum and teachers plan sequences of learning that are matched to children's needs. Many of the 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. Teachers are very aware of the need to ensure that children are not disadvantaged by social experiences, emotional or educational needs, economic background or gender. They recognise that the way in which the curriculum is delivered may need adaptation to ensure that every child is successful. Work will be differentiated and personalised to ensure it is accessible.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics... At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At St Christopher, we promote respect for all and value every individual child so we will teach an element of LGBT. We fully respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. We aim to continue to maintain and further build good relationships with our staff and families to ensure what we choose to teach is done so appropriately and with full regard to our pupils' faith background and family beliefs.

### **THE ROLES AND RESPONSIBILITIES**

It is the responsibility of the PSHE leaders to develop and monitor this policy and ensure its successful delivery through staff training and monitoring. It is the responsibility of the headteacher to ensure that staff

and parents are informed about the RSE policy, and that the policy 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 liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## CURRENT RSE REQUIREMENTS

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education.

- Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.
- Health Education in primary schools will cover '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'.

The teaching of Sex Education in maintained primary schools remains a non-statutory **apart** from the sex education contained in National Curriculum science (Key Stages 1–4) which is compulsory in maintained schools. All maintained schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'
- Children should learn 'how a baby is conceived and born' before they leave primary school

This means that parents do not have the right to withdraw their children from lessons that relate to the two bullet points above.

We believe it is important that our children receive accurate information from a reliable source and hear content delivered by trusted adults with opportunities to discuss their thoughts and feelings in a supported environment. While we use sex education to inform children about sexual issues, we do this with in a way that allows children to ask and explore questions, sometimes with regard to matters of morality and individual responsibility. We do not use sex education as a means of promoting any form of sexual orientation. Sex education is taught in an age-appropriate way and is tailored to the age and the physical and emotional maturity of our pupils. Our lessons ensure that pupils are ready for the changes that adolescence brings.

The lessons that relate to sex education are taught in the last half term of the year (Summer 2). Our school will contact parents and carers in Summer 1 to:

- a: inform them that the lessons related sex education will be taught in Summer 2. This will prepare parents/carers should their child get home and discuss the lesson content or ask further questions.
- b: inform them of their right to withdraw their child form the **non-statutory** lessons listed below and the process of it.
- c: offer them the opportunity to discuss the lessons and ask any questions about the content.

### WITHDRAWAL FROM RSE LESSONS

As explained above parents/carers have the right to withdraw their children from **non-statutory** aspects of the Sex Education provided at school. These lessons are taught in Year 6. **The lessons detailed below are the only lessons that fall outside of our statutory responsibility, which means that if parents wish to withdraw their child from this content they can request to do so.**

Year Group	Piece Number and Name	Learning intention- Pupils will be able...
6	Piece 1 Puberty for girls	<ul style="list-style-type: none"> <li>-Further explain how their body changes during puberty and understand the importance of looking after themselves physically and emotionally.</li> <li>-Understand that puberty is a natural process that happens to everybody and that it will be OK for them too.</li> <li>-Understand that sexual intercourse happens between a man and a woman. Explain how some people choose to have protected sex to stop the sperm and egg from meeting.</li> </ul>
	Piece 2 Puberty for boys	<ul style="list-style-type: none"> <li>-Further describe how their bodies change during puberty.</li> <li>-Explain erection, ejaculation, wet dreams.</li> <li>-Express how they feel about the changes that will happen to them during puberty</li> <li>-Understand that sexual intercourse happens between a man and a woman. Explain how some people choose to have protected sex to stop the sperm and egg from meeting.</li> </ul>
	Piece 3 Conception	<ul style="list-style-type: none"> <li>-Understand that sexual intercourse can lead to conception and that is how babies are usually made and understand that sometimes people need IVF to help them have a baby</li> <li>-Appreciate how amazing it is that human bodies can reproduce in these ways.</li> </ul>

Parents/carers wishing to exercise their right to withdraw their child from the non statutory content are invited to complete the form below. On receipt of the form headteacher will contact the parent and explore any concerns and discuss any impact that withdrawal from the non statutory lessons may have on their child. Should the parent still wish to exercise their right to withdraw from the lessons above their child will either work from home or sit outside of the classroom and complete homework tasks.

TO BE COMPLETED BY THE PARENTS		
NAME OF CHILD		CLASS
NAME OF PARENT		DATE
REASON FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS AND SEX EDUCATION		
ANY OTHER INFORMATION THAT YOU WOULD LIKE THE SCHOOL TO CONSIDER		
PARENT SIGNATURE		
TO BE COMPLETED BY THE SCHOOL		
AGREED ACTIONS FROM DISCUSSION WITH PARENTS		



**IMPACT OF RSE**

- Expected outcomes for pupils (To remember and use what they have learned)
- Children's attitudes to this area of study.
- How we know (Assessment practices, Book Scrutiny, Pupil Voice etc.)
- The extent to which this area of study reflects the school vision.

**Policy Review**

Our aim is to provide Relationships, Sex and Health Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through regular Staff Voice feedback.