

Staines Preparatory School



Relationship & Sex Education Policy

September 2023

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education from 1 September 2020”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Relationships Education

According to DfE guidelines, Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’. The expected outcomes for each of these elements can be found further on in this policy (see appendix). At SPS, these outcomes are achieved through teaching and learning in PSHE, following the ‘Jigsaw’ programme (see the PSHE policy for further information). The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. While the ‘Relationships Puzzle’ (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum. There is no parental right to withdraw pupils from Relationship education.

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). 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 SPS, we believe children should understand the facts about human reproduction before they leave primary school so Sex Education (i.e. understanding human reproduction) will be covered as part of the PSHE and Science curriculum. Also, teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the ‘Changing Me Puzzle’ (unit). Again, the mapping document shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements.

Aims of RSE at SPS:

- To equip our children with confidence to face the future
- To ensure children acquire the necessary knowledge to help them understand and be prepared for the bodily changes which take place during puberty
- To understand the basic facts of human reproduction
- To understand the importance of acting upon their knowledge within a loving relationship
- To provide a secure, sensitive and caring environment where learning and discussion can take place
- To develop self-worth, personal awareness, a sense of moral responsibility, critical thinking and assertiveness
- To ensure that RSE is available to all children, regardless of gender, ability, cultural or religious background in line with the school’s policy on equal opportunities

Objectives

Our objectives in teaching RSE will be met through two curriculum areas:

1. National Curriculum Science

Key Stage 1

e.g.

- Animals, including humans, move, feed, grow, use their senses and reproduce
- Recognise and compare the main external parts of the human body
- Humans and animals can produce offspring and these grow into adults
- Recognise the similarities between themselves and others and treat others with sensitivity

Key Stage 2

e.g.

- Life processes common to humans and other animals include nutrition, growth and reproduction
- Different types of reproduction: sexual reproduction in animals (incl. mammals), sexual and asexual reproduction in plants
- Main stages of the human life cycle including puberty and reproduction.

2. The PSHEE Curriculum (from Jigsaw scheme)

e.g.

- Being Me (incl. personal identity, autonomy and rights)
- Celebrating Differences (incl. different types of families & anti-bullying/discrimination)
- Dreams and Goals
- Healthy Me (incl. positive physical and mental health and wellbeing [healthy choices], self-esteem and managing emotions)
- Relationships (incl. family, friendship and other relationships, identifying problems in relationships, conflict resolution)
- Changing Me (incl. puberty [physical & emotional changes and coping well with change] and human reproduction)

Topics/units are taught each year, with content/material adjusted to suit each age group.

General Objectives

The curriculum content will be delivered in a non-judgemental factual way which allows pupils to ask questions, whether publicly or anonymously.

- Discussion will be encouraged at all times
- Ground rules for discussion will be clearly established, excluding personal questioning of staff or pupils
- All questions will be dealt with in a sensitive, open, frank and matter of fact way at the discretion of the teacher
- Most groups will be mixed gender, but if felt more appropriate, single sex groups may be formed
- Parents will be fully informed of the curriculum and children will be encouraged to discuss any concerns they have with parents or other trusted adults, including having access to a sample of the resources used.
- Parents will be consulted in developing and reviewing this policy.

All topics will be delivered by their class or form tutor and monitored by the Senior Leadership Team.

Where appropriate some topics in Year 5 and Year 6 will be taught either by a female or male teacher and children may be split into boys or girls depending on the relevance of the topic.

The school recognises the importance of the relationship parents have with their children in discussing sensitive matters and the risks to children from those who would seek to harm or exploit them. (See ICT Policy and Safe Use of the Internet).

RSE for learners with SEND

RSE should be accessible, appropriate and relevant to all pupils and their life experiences. For example, RSE should help learners, in an age-appropriate way, to:

- recognise safe boundaries and understand the concept of consent;
- understand the components of healthy relationships in contrast with unhealthy relationships; and
- learn how to avoid risk-taking behaviours.

High quality RSE teaching will be differentiated and personalised to meet learners' needs and ensure accessibility to all. It's important that RSE is a planned developmental programme of teaching across all key stages.

- SPS will take into consideration when delivering these subjects that some pupils are more vulnerable to exploitation, bullying and other issues in account of their SEND.

Equality and non-discrimination (including LGBT)

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"*.

All pupils should understand the importance of equality and respect. Any discussions that take place during RSE sessions must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching needs to be sensitive, age appropriate and accessible for all pupils in approach and content. This will be determined based on the maturity of pupils and their desire for questions to be answered. This content should be fully integrated into programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

At SPS we promote respect for all and value every individual child. We also 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. For further explanation as to how we approach Lesbian, gay, bisexual and transgender (LGBT) relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

All children irrespective of gender, ability, cultural or religious background will have the opportunity to participate in RSE. However, parents have the right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science.

Parents' right to request their child be excused from Sex Education within PSHE

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"

DfE Guidance p.17

At SPS, 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 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; where Human Reproduction is explicitly taught within PSHE lessons during the 'Changing Me' unit (e.g. 'Having a baby, Conception and birth), parents do have the right to request that their children are withdrawn from these specific PSHE lessons. This request must be put in writing to the Headmistress. Before granting the request, the Headmistress will discuss with parents and, as appropriate, with their child to ensure their wishes are understood and to clarify the nature and purpose of withdrawing. A record will be kept of the meeting. After those discussions,

except in exceptional circumstances, the school will respect the parents' request to withdraw from PSHE lessons directly relating to 'Sex Education' (i.e. human reproduction). Areas covered within the Science curriculum will still be taught. Any pupil that is withdrawn will still receive purposeful education during the period of withdrawal.

We are of course happy to discuss the content of the curriculum with parents; parents will be invited to attend a workshop/meeting that explains the curriculum, including sharing examples of resources that will be used with children. Parents will have the opportunity to ask questions and discuss any areas of concern.

Resources

- Science and PSHEE resources as listed in the appropriate policies. Science lessons draw upon a range of resources. Content delivered in PSHEE uses the Jigsaw scheme of work, and resources and keywords can be shared with parents prior to the session taking place.
- If appropriate, the school Welfare Officer, DSL or outside agencies may be called upon to share their expertise

Embedding Fundamental British Values

The RSE Curriculum supports the teaching of Fundamental British Values in the following ways:

The PSHEE Curriculum addresses different relationships, looking at pupils' 'relationship webs' – this may open questions and discussions relating to a variety of family situations; mutual respect and tolerance of differences in circumstance is discussed and encouraged.

APPENDIX

Statutory outcomes and how they are met

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 references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 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). • R6 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>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Celebrating Difference • Being Me in My World

	<ul style="list-style-type: none"> • R11 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 and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	
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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. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 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 well-being or ability to 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<p>control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • H10 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. 	
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 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>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me