

# *Stepgates Community School*



## ***Relationships and Sex Education Policy***

## Mission Statement

At Stepgates Community School everyone has the opportunity to learn and grow together, as *independent, enthusiastic and confident learners*, in a *creative, healthy and safe* environment.

This policy is based on our Mission Statement and Aims for our school.

(Words in italic above highlight how our whole school mission statement underpins many of the values and skills that are part of Relationship and Health Education.)

On official documents Sex and Relationship Education is a common term used in education. However for parents this can cause concerns that children are being taught about sex from an early age, which is not true. When the curriculum is explained to parents we are able to demonstrate the strong emphasis that is placed on **values** and **relationships**. In school and with parents for a number of years we have used the phrase '**Relationships and Sex Education**' (RSE) which we feel as a school better reflects how we support children in acquiring knowledge and skills within this area of PSHE.

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. It is available on request to parents and reflects the needs of our children, parents and reflects current practice within our school.

## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

## PSHE

At Stepgates Community School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

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. It has also been adjusted to meet the needs of our pupils and views of our parents.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

PSHE is the overarching subject and Relationships Education and Health Education guidance from 2020 form the statutory requirements within this subject.

## Aims of this Policy

This policy aims to:

- inform staff, parents and governors of the Statutory Guidance from the Department for Education (DfE). 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.
- clarify that Sex Education lessons are non-statutory in Primary Schools although recommended by the DfE. To share when this is taught at our school and parents right to withdraw from these Year 6 sessions.
- clarify that Puberty Education which was previously taught in Year 5 in line with the Science National Curriculum is now also statutory under the new DfE guidance 'Health Education' - 'Changing Adolescent Body'.
- clarify how we as a school define Sex Education.
- clarify the values framework that underpins the RSE curriculum in our school
- state the aims and objectives of RSE;
- give an overview of the curriculum content for RSE;
- establish roles and responsibilities;
- promote a consistent approach to RSE from all staff members.

### **Links with other documents & policies**

This policy should be read in conjunction with the following documents and policies:

- Anti - bullying Policy
- Behaviour Management Policy
- Child Protection and Safeguarding Policy
- Collective Worship Policy
- Curriculum Policy
- Drugs and Alcohol Policy
- Equalities Policy
- Inclusion Policy
- Computing Policy
- Online Safety Policy
- Learning and Teaching Policy
- PSHE Policy
- Science Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Spiritual, Moral, Social and Cultural Development Policy

### **Statutory Relationships Education, Relationships and Sex Education (RSE) 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...They also make Health Education compulsory.

- "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."
- "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."
- "These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

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

## Whole-school approach

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 Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. In addition to the summary below, see the following document which is on the school website for further information for each topic. 'What is Jigsaw, The mindful approach to PSHE. A guide for parents and carers.'

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## What is Relationship and Sex Education?

### Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

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. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. Appendix 1

It is important to explain that whilst 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.

## Health Education

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

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 expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. (Appendix 1)

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. Also, teaching children about puberty is now 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).

A mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more. This is available to view on request.

## 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.

At Stepgates Community School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction - 'Conception and Birth'

We intend to teach this through PSHE in Year 6 and as such parents have the right to withdraw their child.

Please note as part of the compulsory science curriculum in Year 5, children will learn about sexual and asexual reproduction in plants and mammals, and the changes humans go through from birth to old age. The topic titles are 'Living Things and their Habitats' and 'Animals, including Humans'. Included within the learning is the scientific understanding of 'what happens' rather than the process behind 'how it happens'.

### National Curriculum Coverage:

Living things and their habitats;

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird,

- describe the life process of reproduction in some plants and animals.

Animals, including humans;

- describe the changes as humans develop to old age.

Specifically, we cover:

- > the definitions of sexual and asexual reproduction,
- > the similarities and differences between sexual and asexual reproduction,
- > the names of the different sex cells,
- > how plants are fertilised (either by wind or pollination),
- > the classifications of 'what makes a mammal, a mammal',
- > how the male and female sex cells fuse together to produce mammal offspring,
- > gestation periods of different mammals,
- > describing the changes as humans develop to old age- Please note that we do not cover puberty within our science lessons at this stage. This area of learning is covered separately later in the year and is done in conjunction with the Year 5 teacher and PSHE co-ordinator.

### **School's Aims and Values**

At Stepgates Community School we believe we are an inclusive school where we promote equality, diversity and community cohesion, and excellence for all in order to promote the highest possible standards.

The Governing Body of this school are firmly committed to pursuing equality and excellence for all staff, children and the wider school community.

We have high expectations of ourselves and others and we encourage each other to:

- Be healthy, happy and active people
- Stay safe and know how to make the right choices
- Enjoy and achieve as independent, adaptable and confident learners
- Have self believe and achieve personal success
- Make a positive contribution to their family, school and wider community
- Be prepared for life in the 21<sup>st</sup> century as enquiring, creative and responsible people.

We actively encourage a culture of consideration and respect for others. We promote equality by recognising and celebrating differences between people. This should be respected and celebrated by all those who learn, teach and visit here.

### **How our policy was formulated**

With the introduction by the Department for Education of 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019' there have been a number of changes to the policy to reflect the new requirements.

As a requirement within the new guidance we undertook parental engagement to inform this policy.

This Policy should be read alongside our PSHE policy. Puberty was previously compulsory under our Science Curriculum but is also now compulsory under 'Health Education'. The puberty content has been included within this policy to enable us as a school to be transparent and demonstrate the different focus of the Year 5 Puberty lesson and Year 6 Sex Education lessons. The intention of this is to be clear in relation to which session's children can and cannot be withdrawn from. We value the role our parents play and partnership in this area and it has always been a priority at Stepgates

Community School to have an open door approach so parents feel able to come in and talk to us enabling us the opportunity to share what we cover and why. In 2023 the Education Secretary called for .....

To ensure coverage of the requirement the following research, reading and training has been undertaken.

DFE refers to Department for Education

- DFE - Relationships Education, Relationships and Sex Education (RSE) Guidance - Published 25 June 2019 - Last updated 9 July 2020
- DFE - Supplementary guidance Plan your Relationships, Sex and Health Curriculum 24<sup>th</sup> September 2020
- DFE - Parental Engagement on Relationships Education
- DFE training modules provided by South Farnham Teaching School - The DFE training is being rolled out during the 2020/21 academic year and
- DFE leaflet - Understanding Relationships and Health Education in your child's primary school: a guide for parents
- Surrey - PSHE Lead - Engaging Parents and Carers in supporting Effective Relationships and Sex Education document
- PSHE association - Policy and Relationships and Health Education Guidance
- Jigsaw the Mindfulness approach to PSHE: reading the curriculum content and guidance for schools, attending training sessions covering RSE, Autism and supporting pupils with SEN, LGBT in relation to the families children are growing up in with all types of families being special as they all provide love and care and Jigsaw annotated DfE training slides.
- 'Inspecting teaching of the protected characteristics in schools' 27th September 2021, OFSTED

There are regular updates in this subject area and as such if amendments are needed to this policy following training/reading these will be clearly highlighted. This policy is also updated annually.

## **Aims of Relationship and Sex Education**

**N.B. All aims are taught at an age appropriate level.**

Through RSE at Stepgates Community School we aim to:

- develop self esteem;
- develop friendship and relationship skills;
- form positive attitudes and values;
- understand how our bodies work;
- know how human reproduction works and to prepare children for puberty;
- provide opportunities for children to address concerns and correct misunderstandings;
- enable children to make informed choices in their relationships.

## **Equal Opportunities Statement**

The school is committed to the provision of RSE to all of its children. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Parental engagement will be sought to meet the needs of our pupils.

## **PSHE Curriculum - Jigsaw**

Written: Autumn 2021, Updated: Autumn 2025

As a school we followed Family Links (The Nurturing programme) for PSHE lessons for a decade and this supported us in embedding our whole school ethos and values. As the Government has made Relationships Education and Health Education compulsory from September 2020 (summer 2021 in light of Covid 19) we took the decision to change our Scheme of work and introduced 'Jigsaw The Mindful Approach to PSHE as our school PSHE scheme of work as this would allow for full curriculum coverage. As with any scheme it will be adapted in light of the needs of our school children and community. The scheme introduces puberty in Years 3 and 4. Currently Puberty is still covered in Year 5 and is a Statutory Requirement of Health Education. Since 2017 our science puberty talk was moved to Year 5 as researched showed that children were starting their periods earlier and guidance stated that children should be aware of the changes before they occur. Sex Education continues to be taught in Year 6 where we have previously taught it in the summer term.

## Procedures

### Content

Relationships and Sex Education will involve:

- giving information and knowledge;
- challenging beliefs, encouraging children to believe in equal opportunities;
- forming positive attitudes and values;
- the sensitive handling of gender stereotypes;
- promoting skills needed for effective communication, positive behaviour and for forming and maintaining loving, caring and happy relationships.

Relationships and Sex Education is a developmental process beginning in the early years and progressing through childhood into adolescence and then into adulthood.

A graduated and age appropriate programme of relationships and sex education will be taught at Stepgates Community School

### Foundation Stage and Key Stage 1

Particular emphasis will be placed on social skills, friendship skills, sense of self and gender roles, emotions and feelings of themselves and others, cause and effect of behaviour and establishing routines.

Children will learn:

- that humans develop at different rates and human babies have special needs;
- to name the external parts of the body;
- to understand the concept of male and female;
- about personal safety;
- that there are differences between good and bad touches;
- simple skills to maintain personal safety when they feel uncomfortable or at risk;
- to recognise similarities and differences between themselves and others;
- identify their feelings and be able to make a friend, talk with them and share their feelings with each other;
- to recognise safe and unsafe situations and identify and be able to talk to someone they trust;

- be aware that their feelings and actions have an impact on others.

### Key Stage 2

Children will learn to:

- recognise that individuals belong to many groups in which they will have many roles;
- understand the meaning of friendship and loyalty, and begin to develop skills needed to form secure relationships;
- recognise and manage their own emotions and feelings;
- respect other people's emotions and feelings;
- express opinions, for example, about relationships and bullying;
- listen to, and support others;
- see things from other people's viewpoints, for example their parents and their carers, and respect people's viewpoints and beliefs;
- recognise their changing emotions with friends and family and be able to express their feelings positively;
- identify adults they can trust and who they can ask for help;
- be self-confident in a wide range of new situations, such as seeking new friends;
- recognise their own worth and identify positive things about themselves;
- discuss moral questions;
- listen to, support their friends and manage friendship problems;
- recognise and challenge stereotypes, for example in relation to gender;
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

**Life processes are discussed including the physical changes that take place at puberty (Year 5/6), why they happen and how to manage them:**

#### In Year 5 children will learn:

- how body and emotions change as they approach puberty;
- personal hygiene relating to puberty;
- when and how these changes may happen.

#### In Year 6 children will learn:

- how body and emotions change as they approach puberty in more depth
- how a baby is conceived and born.

### Organisation

Relationship Education should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Health Education (PSHE). At Stepgates Community School the main content of Relationship Education covering key areas such as friendship getting on and falling out is delivered by the class teacher during Jigsaw PSHE lessons.

The 'Changing Adolescent Body' lesson in Year 5 will be delivered by the PSHE Lead alongside the Year 5 class teacher a current Teaching Assistant and a Teaching Assistant from Year 6. This

supports the children in knowing a trusted adult they can talk to when they move to Year 6. In consultation with parents and children the same content is taught with the children in gender groups.

Relationships and Sex Education is normally delivered by the PSHE Lead alongside the Year 6 class teacher and class Teaching Assistants. This is covered in mixed gender groups and then by gender group for questions. The needs of individual year groups will be taken into account.

### **Planning:**

We have always tried to ensure that this sensitive area of our curriculum meets the needs of our school and that the parents are fully informed. Before the Statutory aspects of Puberty are taught parents are informed via a letter and are invited in to ask questions with the class teacher and or PSHE Subject Lead. We have found this allows parents to either talk with their child in advance of the session or after the session

Jigsaw planning has been adapted and Y4 lesson on having a baby and Year 5 lesson on conception will not be taught in those year groups.

Year 5 will have a boys and girls session on Puberty taught by the PSHE lead and class teacher alongside a current TA and a Year 6 LSA so they will have a trusted adult they can talk to. The children will be taught the same content which focuses on physical and emotional changes experienced during puberty. The lesson is based around taking different body products such as deodorant, shampoo out of a bag and placing on an outline of a body to prompt a discussion about body changes.

Year 6 will participate in a session revisiting puberty and then conception and birth. Currently the jigsaw lesson plans are adapted for our pupils with a mix of the lessons from Year 4, Year 5 and Y6. There are also animated PowerPoint diagrams that support the lesson plan. Parents in Year 6 are invited into school ahead of their child's session to view the materials and discuss with the head teacher, class teacher and or PSHE lead any questions they may have. The session will be taught as a mixed gender class and will then be separated by gender for questions. A more detailed letter has been produced to ensure that parent who do not request to see the materials are aware of the lesson content. This is important as we now cover areas such as 'sexting' (Youth Produced Sexual Image) 'which they may not be aware of.

### **Resources**

Resources are regularly reviewed and updated to ensure they are relevant and meet the needs of all children. In 2023 Guidance was issued to schools which stated parents had the right to see the materials being taught. We are happy to facilitate this, we prefer face to face so the content can be explained to the parent however they can also view remotely if preferred.

We have in the past worked with the School Nurse to support the delivery of the RSE curriculum in Year 6, and the 'puberty' section of the curriculum in Year 5 however in recent years they have often been unable to attend to support in this learning. If this was to be reinstated we would ensure we covered the following guidelines:

Visitors may be invited in to school because of the particular expertise or contribution they are able to make, Staff must be aware of the following guidelines:

- All visitors are **familiar with and understand** the school's RSE policy and work within it.
- All input from the visitor when teaching RSE lessons must be agreed with staff in advance.
- All visitors are **supervised/supported** by a member of staff at all times.

- The input of visitors is **monitored and evaluated** by staff and children. This evaluation informs future planning.

The school will liaise with the local secondary school in order to ensure that the programme for Relationships and Health Education is continuous at KS3.

## Assessment and Evaluation

Assessment and evaluation of the Relationship Education and Health Education is completed after each lesson by the pupil (self-assessment) The teachers also complete individual summative assessment each half term.

The PSHE subject lead alongside teachers delivering RSE will evaluate/review their lessons to inform future planning for specific needs of their current year group or general planning notes for subsequent year group.

## Specific Issues within RSE

### Withdrawal

Sex Education is not compulsory in Primary Schools however the Department for Education (DfE) continues to *recommend* that *all* primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. As a school, we respect that parents have the right to withdraw their child from the Year 6 Sex Education lessons. We are always available to discuss this with parents 1:1. A DfE requirement, from Statutory Guidance in 2020, is for a request to withdraw your child from the Sex Education lesson to be put in writing to the Headteacher. Model letter, Appendix 3. Year 6 parents are sent a detailed letter of what will be covered in the lessons alongside the form if they wish to withdraw. We always reinforce that we are happy to discuss any concerns they may have and clarify any areas they are unsure of.

### Confidentiality and Child Protection Issues

If a child makes a disclosure to a member of staff the member of staff will inform the Designated Safeguard Leads who will take action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and procedures.

### Answering Difficult Questions

Both formal and informal RSE arising from children's questions are answered according to the age and maturity of the children concerned and within the recommendations of the statutory guidance. Questions do not have to be answered directly, and can be addressed individually later. How to answer questions are discussed with staff. Examples can be found in Appendix 4. Questions children ask are recorded as examples for future planning and the Jigsaw scheme of work has teacher notes on answering difficult question.

### Protected Characteristics

'No matter what type of school they attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.' *Inspecting teaching of the protected characteristics in schools OFSTED September 2021*

### Peer on Peer Abuse / Child on Child Abuse

Whilst less likely in primary school, sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

### Sharing Nudes and Semi Nudes

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

### Dissemination

All staff members, governors and parents are invited to read and comment on the RSE policy. Training/Guidance is shared with staff on the policy and curriculum content (Jigsaw). Copies of the RSE policy are available from the school office on request and also available on the school's website. A short summary of the policy is included in the school prospectus.

Stepgates Community School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE Subject Leader should access courses or INSET opportunities to assist staff involved in the delivery of RSE.

As a school we have built up relationships with parents over a number of years. Parents in Year 6 are able to discuss RSE with the class teacher, PSHE lead and the Head Teacher. Parents in Year 5 are informed when the science/ Statutory Health Education lessons on puberty are carried out so they can continue the discussion with their children at home and clarify any questions they may have.

Governor training will be carried out to ensure Governors are aware of the scheme of work we use and Government requirements from the Relationship and Health Education Statutory guidance.

Parents are able to meet with the PSHE lead to discuss the curriculum. Some parents have appreciated the PSHE Lead talking them through the Statutory Guidance, this can be confusing with the Primary and Secondary curriculum both within the same documents. The areas relating to Primary Education are shown and copies are provided to the parents to support them now and in the future as their children move onto Secondary School.

### Roles and Responsibilities

**Parents/carers** are informed when their child is to be taught units of work from the Relationship and Sex Education programme. In years 5 and 6 parents/carers are invited into school to look at the RSE materials that the children will use. It is important that parents/carers are aware of what will be taught so that home and school can support the delivery of these units. Parents will be provided with DfE and Jigsaw leaflets to share what will be covered by the 2019 Statutory Guidance.

As referred to previously in this policy new Guidance in 2023 reinforces Parents right to see the curriculum and resources we are using to teach pupils. As a school we commit to sharing this face to face at school with the PSHE lead and or Head teacher and if preferred these can also be viewed remotely.

Parents/carers have the right to withdraw their child from any part, or all parts, of the school's programme of sex education (Year 6) We provide opportunities for discussion with the class teacher, PSHE Lead and Head teacher. The request to withdraw you child should be made in writing. (Appendix 3) However those elements of sex education that fall within the Science Curriculum must be taught and Puberty will be taught under the Statutory guidance for Health Education.

**The Class Teacher will:**

- inform parents when their child is to be taught units of work from the Relationship and Sex Education programme;
- deliver the agreed syllabus of Relationships Education via the Jigsaw scheme of work in each year group. Puberty 'Changing Adolescent Body' in Year 5 and Relationship and Sex Education in Year 6 alongside the PSHE Lead
- ensure that the weekly PSHE lessons is taught;
- inform the PSHE Subject Leader of any amendments to topics or themes, thereby ensuring the monitoring of continuity and breadth in RSE;
- establish ground rules in PSHE lessons each year with the class to ensure a safe and supportive environment for children. These ground rules should be also used and referred to during weekly lessons.
- in years 5 and 6, clearly set up ground rules stating that questions should not be personal and explain that this is not appropriate;
- differentiate lessons to meet the needs of individual children, including those with Special Educational Needs;
- thoroughly check all resources for suitability before use;
- monitor learning and share information with the next teacher;
- to be clear about what comes under Health Education and what is deemed Sex Education and maintain that line.
- report to parents on their child's progress in forming relationships;
- ask advice if unsure how to answer a question and tell the child that they will get back to them.
- **If a disclosure is made follow the Child Protection Policy and inform a designated Safeguard Lead**

**The PSHE Subject Leader will in relation to Relationship and Sex Education:**

- be responsible for the formulation of this policy;
- review the policy annually;
- monitor and evaluate the quality and standards of PSHE, values, relationships, puberty (Yr5), Relationships and sex education (Yr6) throughout the school;
- monitor delivery of the Jigsaw scheme of work to ensure breadth and coverage of the National Curriculum and the DfE Relationship and Health Education statutory guidance to ensure consistency of approach and progression across the school;
- lead the development of the RSE/PSHE curriculum and resources, attend termly twilight meeting and ensure we are working in line with the most up to date guidance from the government (including OFSTED subject reviews) and Surrey County Council advice;
- work co-operatively with the SENDCO to ensure appropriate learning opportunities are age appropriate and well thought out to support children developing the necessary knowledge on aspects of RSE education. Children with special educational needs will have their needs considered on an individual basis;
- provide support and guidance to all staff, observing colleagues from time to time with a view to identifying any support they need;

- attend relevant courses/meetings and disseminate information to colleagues;
- prepare, organise and lead training on aspects of Relationship Education and Health Education
- oversee the use of outside speakers such as the NSPCC;
- lead a weekly assembly with a PSHE theme;
- ask Year 6 children to complete a simple and confidential questionnaire to highlight areas they found most beneficial and areas they would have liked to have covered in their RSE lessons. Information to be analysed and fed into future lessons.
- manage the PSHE budget and provide appropriate RSE resources, training and equipment ensuring they are organised, accessible, relevant and up to date;
- provide feedback to governors on RSE teaching and provision within school;
- invite the governor to attend training sessions and share policy updates.
- Produce a vocabulary list in line with the new scheme of work and begin to develop a bank of acceptable answers to common primary school scenarios which will be shared with staff.
- Liaise with DSL's and Home School link Worker, class teacher ahead of talks by the NSPCC or Drugs and Alcohol lessons to identify children who may need additional support.
- Establish links with the local secondary school
- Share with Governors the links within the PSHE curriculum that support keeping children safe both online and offline and our work with the NSPCC.

**The Headteacher will:**

- liaise with the PSHE Subject Leader to monitor provision in RSE;
- discuss training requirements for staff with the PSHE Subject Leader;
- be available to talk to parents if they have further questions alongside the PSHE Subject Lead

**The Governing Body will:**

- be responsible for agreeing this policy and monitoring its implementation;
- elect a representative from the governing body to monitor the implementation of the RSE Policy and practice.

**The governor with responsibility for PSHE/RSE will, following guidance in the Governor Visits Policy:**

- visit the school at least once every school year to meet with the PSHE Subject Leader to gain an understanding of the school's strengths and areas for development in RSE;
- visit school at least once every school year to talk with children and teachers and observe RSE lessons;
- Reflect upon the questions asked during the consultation period to understand parental viewpoints.
- attend relevant school INSET;
- write a 'Governor Visit report' which should be given to the relevant class teachers, PSHE Subject Leader, and the Head Teacher;

- submit the 'Governor Visit report' at the next meeting of the Children and Learning committee, to be circulated with the agenda of the next full meeting of the governing body.

## Monitoring and Evaluation

**The PSHE Subject Leader** will regularly monitor children's achievement and attainment in RSE through work sampling, reviewing children's weekly self-evaluation and teachers half term summative assessments. Through lesson observations and via discussions with children during PSHE themed assemblies. Feedback will be shared with staff to improve provision and embed new practices and reports will be provided to the Head teacher and governors on the progress of RSE within the school.

**The Headteacher and Leadership Team** will regularly monitor the teaching and children's achievement and attainment in RSE by monitoring planning and outcomes.

**The Governor with responsibility for PSHE** will visit the school and meet with the PSHE Subject leader at least annually to monitor the implementation of this policy and will provide a written report back to governors on an annual basis.

**Review due:** Autumn 2026

## Appendices:

Appendix 1: Overview of the Relationships and Health Education statements in line with the Jigsaw scheme of work

Appendix 2: Answering difficult questions

Appendix 3: Letter to request your child to be withdrawn from the Year 6 Sex Education Lesson

**Relationships Education in Primary schools (Appendix 1) – 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:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</li> </ul>	<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> <li>• Being Me in My World</li> </ul>

<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<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>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<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>

**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:

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

	<p>else's mental well-being or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<p>obesity).</p> <ul style="list-style-type: none"> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

<p><b>Changing adolescent body</b></p>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>
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### Appendix 2 - Answering questions

In additional to this there are teacher notes from the Jigsaw scheme of work. Questions asked by children for example in the puberty talk are recorded to inform future planning

An example of appropriate responses to questions is an aim this year.

## Answering Questions

- Consider the context
- Does it require a whole class response, or an individual response?
- Ask the pupil to explain what they think it means first - to help you clarify what it is they are asking
- Consider your ground rules
- Does it relate to your safeguarding procedures?
- What techniques would help here?
- Bubble time, emotions barometers, question box.
- **Don't be afraid to say**

**"I don't know - but I can find out and get back to you".**

**Appendix 3 - Letter to request your child to be withdrawn from the Year 6 Sex Education session**

*Stepgates Community School*

*Learning and Growing Together*

*Headteacher: Mrs Tara Ford*



*Stepgates,  
Chertsey*

*Surrey*

*KT16 8HT*

*Tel: 01932 563022 - Fax: 01932 571812*

Parent notification: Withdrawal form from sex education lessons within RSE

TO BE COMPLETED BY PARENTS / CARERS:			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	