

# Lea and Garsdon CE Primary School

## Relationships and Sex Education Policy

This policy was updated using the Jigsaw model policy and the statutory guidance of February 2019

*Healthy trees bearing good fruit - Matthew 7 v 17*



### ***Our Vision***

*To develop children who are healthy in body and mind, enjoy life and fulfil their potential so that they have a positive impact on the world.*

### ***Our Core Values***

1. *Kindness*
2. *Wellbeing*
3. *Gratitude*
4. *Individuality*
5. *Community*
6. *Inspiration*

**Policy adopted by the curriculum committee on \_\_\_\_\_**

**Agreed by FGB following on \_\_\_\_\_**

**Chair of Curriculum Committee Signature: \_\_\_\_\_**

**Headteacher's Signature: \_\_\_\_\_**

To be updated by September 2022.

## **Lea and Garsdon CE Primary School Relationships and Sex Education Policy**

### **Definition of Relationships Education at Lea and Garsdon School**

Relationships and Sex Education (RSE) is an integral part of Lea and Garsdon's PSHE curriculum and this policy for RSE should be read in conjunction with the policy for PSHE, Science and other related policies. RSE allows children to acquire information, develop skills and form positive and safe attitudes and beliefs about relationships. It is tailored to the age and physical and emotional maturity of the children and is delivered by the school staff members.

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **Aims**

- To enable children to acquire skills and attitudes which prepare them to learn about loving and stable relationships.
- To provide the opportunity for children to understand and cope with personal safety in the real and online world.
- To help children to develop critical thinking as part of decision-making and exercise some basic techniques for resisting peer pressure.
- To prepare children emotionally and physically for puberty

### **Statutory requirements**

Relationships education is compulsory in primary school so all pupils must take part in these lessons. Sex education is not compulsory other than the content within the upper key stage 2 Science curriculum:

- *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*
- *Describe the process of reproduction in some plants and animals*
- *Describe the changes as humans develop to old age*

but we, at Lea and Garsdon, believe that pupils will benefit from learning about puberty in years 5 and 6 so that children are ready for the physical and emotional changes ahead. These lessons will be delivered by the class teacher and supported by the headteacher.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Child Protection Policy	Special Educational Needs Policy
Anti-Bullying Policy	Online Safety Policy
Behaviour Policy	Inclusion Policy
Confidentiality Policy	RE Policy
Drugs Education Policy	Safeguarding/Child Protection Policy
Equal Opportunities Policy	Spiritual, Moral, Social and Cultural Education Policy
Health and Safety Policy	

### **The role of the headteacher:**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about the relationships and sex education policy, and that the policy is implemented effectively. The headteacher will monitor this policy on a regular basis and report to governors, when requested, on its effectiveness.

### **Monitoring and Review:**

The Curriculum Committee of the governing body will monitor the relationships and sex education policy on an annual basis. This committee will report its findings and recommendations to the full governing body if the policy needs modification. Governors require the headteacher to keep a written record, giving details of the content taught in school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

### **Equalities**

All schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying). At Lea and Garsdon, we will foster healthy peer-to-peer communication and behaviour between boys and girls. We will build a culture where homophobia, misogyny and gender stereotypes are not tolerated and that sexual harassment is not acceptable, never tolerated, and not an inevitable part of growing up.

### **Pupils with SEND**

Our curriculum will be accessible to all children. Work will be differentiated and personalised for those children with SEND. Staff are aware that some children are more vulnerable to exploitation and bullying and it is especially important that they have access to the RSE curriculum.

### **Religion and belief**

The Church of England document "Valuing all God's Children, 2017" states:

“All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.” (Page 1)

### **Working with Parents, Carers and the Wider Community**

The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum.

At Lea and Garsdon School we will work closely with parents and make them aware of what is being taught and when (see table below). Parent will be invited in to view materials and offered opportunities to discuss the content.

### **Relationships Education**

The focus at Lea and Garsdon is on the building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults. There is an emphasis on:

- What a relationship is:
- What friendship is
- What family means and who can support them
- How to take turns
- The importance of honesty and truthfulness
- The concept of personal privacy
- Respect for others
- Positive relationships in life and online
- Online safety and appropriate behaviour
- Family units in their many forms

It will also focus on boundaries and privacy regarding their own bodies and understanding boundaries in friendships, families and others in all contexts. (See Jigsaw RSE content below.)

### **Safeguarding and Reports of Abuse and Confidentiality**

At the heart of RSE is keeping children safe in accordance with Keeping Children Safe in Education (KCSIE 2021) including safety online. If a child should make a disclosure, staff know to inform the designated safeguarding lead (DSL) and not promise confidentiality

## Jigsaw RSE Content

At Lea and Garsdon School, we use the Jigsaw scheme of work to guide our PSHE teaching and the areas that relate to RSE are below. These units of work are taught during the Summer Terms each year and build on what has gone before. The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' unit of work. Some have been omitted as those topics regarding conception are covered under the science curriculum in years 5 and 6. At the end of summer term, years 5 and 6 are taught specifically about puberty using the TWINKL resources and will follow up with a question and answer session in gendered groups.

Year Group		Piece Number and Name	Learning Intentions 'I will be able to...'
EYFS	REC	<b>1. My Body</b> <b>2. Respecting My Body</b> <b>3. Growing Up</b> <b>4. Growth and Change</b> <b>5. Fun and Fears</b> <b>6. Celebrations</b>	1. understand that everyone is unique and special 2. express how they feel when change happens 3. understand and respect the changes they see in themselves 4. understand and respect the changes they see in other people 5. know who to ask for help if they are worried about change 6. look forward to change
KS1 on a 2 year rolling programme	Y1	<b>1.Life cycles</b> <b>2.Changing me</b> <b>3.My Changing Body</b>  <b>5.Learning and Growing</b> <b>6.Coping with Changes</b>	1. understand the life cycles of animals and humans 2. understand that changes happens 3. understand that growing is natural and that everyone grows at different rates 5. know that when I learn something new I change a little bit 6. tell you about the changes and how I cope with them
	Y2	1.Life Cycles in Nature <b>2.Growing from Young to Old</b> <b>3.The Changing Me</b> <b>5.Assertiveness</b>  <b>6.Looking Ahead</b>	1. recognise life cycles in nature 2. tell you about growing from young to old 3. tell you how my body has changed since I was a baby 5. tell you that there are different types of touch and confident to say which ones I don't like and to ask for help 6. identify the changes in year3
Y3+4 on a 2 year rolling programme	Y3	<b>1.How Babies Grow</b> <b>2.Babies</b>	1. understand that in animals and humans lots of changes happen

		<b>5.Family Stereotype</b> <b>6.Looking Ahead</b>	2. I understand how babies grow in their mother’s uterus 5. recognise stereotypical ideas 6. identify the changes in year 4
	Y4	<b>1.Unique Me</b> <b>4.Circles of Change</b> <b>5.Accepting Change</b> <b>6.Looking Ahead</b>	1. understand that some of my characteristics come from my birth parents 4. make changes when I think they will benefit me 5. express my fears and concerns about changes outside of my control and know how to manage these positively 6. identify the changes in year 5
Y5+6 on a 2 year rolling programme	Y5	<b>1.Self and Body Image</b> <b>5.Looking Ahead</b> <b>6.Looking Ahead to Year 6</b>	1. be aware of my self-image and develop my self esteem 5. identify what I am looking forward to when becoming a teenager 6. identify what I am looking forward to in year 6
	Y6	<b>1.My Self Image</b> <b>5.Attraction</b> <b>6.Transition to Secondary School</b>	1. be aware of my self-image 5. understand that being physically attracted to someone changes the nature of the relationship 6. identify what I am looking forward to and what worries me about the transition to secondary school

In addition to Jigsaw, the school will deliver the NSPCC PANTS programme across the school to keep children safe from abuse by explaining that “privates are private”. This will also provide the opportunity to introduce the correct terminology of private parts as “penis” and “vagina” from year 2 onwards.

## EYFS

Children in EYFS (reception) will be learning to:

- Self-regulate by showing an understanding of their feelings and those of others, set and work towards simple goals, and give focused attention to what their teacher says
- Manage self by being confident to try new activities, show independence, know right from wrong and manage their own basic hygiene
- Build relationships by working and playing cooperatively, form positive attachments to adults and friendship with peers.

## **Withdrawal from RSE lessons**

Parents/carers have the right to withdraw their children from all or part of the sex education delivered as part of the RSE curriculum. There is however, no right to withdraw from Relationships Education or any aspect of sex education covered under the science curriculum.