

Giles Junior School



Achieving Excellence through Leadership

Relationships and Sex Education (RSE) Policy

Document Details	
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This policy is based upon the programme of work issued by Jigsaw PSHE and the Department for Education guidance.

The Importance of relationships education at Giles Junior School

Building respectful relationships is an important part of education and life. Today's children are growing up in an increasingly complex world. Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. High-quality relationships education helps create a safe school community where pupils can grow, learn, and develop positive, compassionate behaviour for life. To be properly prepared for life in a diverse society, children need to develop an understanding of difference and of the importance of treating others with respect.

Aims

The aims of relationships education at our school are to teach all children in an age-appropriate way:

- what relationships and friendships are;
- the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults;
- what family means, including the different types of family, and who can support them;
- about safe relationships and how to stay safe both on and offline;
- about the law (including the Equality Act 2010) as it applies to relationships so that pupils clearly understand what the law allows and does not allow;
- about diversity – children respecting all people and understanding that everyone is alike, but also different.

Our relationships education will support children's Spiritual, Moral, Social and Cultural development and understanding of British Values and the school's 7 Habits, helping pupils to develop feelings of kindness, respect, honesty, empathy and open heartedness.

Our approach will ensure that all children are, and feel, included. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT (Lesbian, Gay, Bisexual or Transgender) parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Through our inclusive curriculum, we will create the opportunity to challenge (and prevent) the prejudiced views that could lead to discrimination.

Sexual Relationships and Education

A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education each year so that they can decide whether or not to withdraw their child from this aspect of the curriculum.

Legislation and guidance

Schools have a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and, under the Education Act (1996), to prepare children and young people for the challenges, opportunities and responsibilities of adult life. Schools must also ensure they comply with the relevant provisions of the Equality Act 2010, especially the stated protected characteristics.

From September 2020, Section 34 of the provides for relationships education to be taught to all children in all primary schools in England, including independent schools. Relationships education is compulsory in all schools in England and there is no parental right to withdraw children from this part of the curriculum, although parents may choose to withdraw their children from the specific teaching of sex education.

Parents' Right to Withdraw Their Child

Parents and carers have the right to withdraw their child from some, or all, of the specific lessons that relate to sex education. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. If parents/carers are considering withdrawing their child, we recommend that they discuss it first with their child and then with a senior member of staff at school (Headteacher, Deputy Head, INCO or PSHE/SRE subject leader). We are more than happy for parents/carers to view the materials before they make a decision. Materials can be obtained from the school office on request.

Sex Education in the National Curriculum

Within the National Curriculum for Science, pupils should be taught:

Year 1

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2

Notice that animals, including humans, have offspring which grow into adults

Years 3 and 4

No links made.

Year 5

Describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. They should learn about the changes in puberty (non- statutory).

Year 6

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Pupils with Special Needs

We will ensure that all pupils receive age-appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of individual pupils, taking specialist advice where necessary.

Learning Sequences for each specific topic for each year group can be found on our school website under the curriculum section.

Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – all relevant information including relevant national and local guidance was studied;
2. Staff consultation – all school teachers were given the opportunity to make recommendations on the policy;
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and view the teaching material (schemes of work and story books etc.) that will be used in each year group;
4. Pupil consultation – a Pupil Voice survey sought pupils' views on PSHE (personal, social, health and economic education), RE (citizenship and religious education) lessons; and
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition and delivery of relationships education

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Although elements of relationships education will be taught within the subjects of PSHE, RE and computing, we will weave the language of equality into everyday life. We will adopt the best-practice LGBT-inclusive Primary Curriculum approach developed by the UK Government Equalities Office, Pearson Spectrum UK and Stonewall and we will represent LGBT identities and history in ways that support the ethos and community of our school. This will be across the whole curriculum and, therefore, relationships education will be taught by all teachers and also the senior leadership team (for example in assemblies).

Giles Junior school is one of more than 60 primary schools in Hertfordshire that uses the Jigsaw PSHE Ltd scheme of work to teach personal, social, health and economic (PSHE) education and citizenship. It is a whole-school approach, covering all classes from Year 3 to Year 6. For religious education, we use the Discovery RE scheme of work which is also published by Jigsaw PSHE Ltd.

More information about these schemes of work can be found at:

Jigsaw PSHE: <https://jigsaweducationgroup.com/programmes/pshe-3-16/>

These schemes of work will be supported by high quality, age-appropriate story books to enhance the teaching and learning of each topic.

Pupils might sometimes ask their teachers or other adults questions which go beyond what is set out for relationships education. Teachers will handle these on a question-by-question basis in an age-appropriate manner to avoid children turning to inappropriate or unreliable sources of information if their questions are unanswered.

Full details of what pupils need to know about relationships by the end of primary school, as specified by the Department for Education, are provided at Appendix 1.

Full details about what is covered about relationships education in Jigsaw PSHE for each year group are provided at Appendix 2.

Roles and Responsibilities

The governing board

The governing board will approve the relationships education policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that relationships education is taught consistently across the school.

Staff

All teaching staff are expected to read and follow this policy.

Staff are responsible for delivering relationships education in a sensitive way, modelling positive attitudes to relationships education, monitoring progress, and responding to the needs of individual pupils.

Staff are trained on the delivery of relationships education as part of their induction, and it is included in our school's continuing professional development calendar.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching relationships education are encouraged to discuss this with the headteacher.

Staff are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Head Teacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education

Pupils

Pupils are expected to engage fully in relationships education and, when discussing issues related to relationships education, treat others with respect and sensitivity.

Arrangements for monitoring and evaluation

This policy will be reviewed annually by the Governing body. At every review, the policy will be shared with the governing board.

Links with other policies

This relationships education policy is linked to:

- Teaching and Learning Policy
- Anti-bullying policy
- Online safety
- Safeguarding and Child Protection This policy aligns with our safeguarding responsibilities as outlined in Keeping Children Safe in Education (KCSIE 2024).
- SEND and Inclusion
- Behaviour and Pupil Discipline

Appendix 1

Appendix 2

