



**THE PIGGOTT SCHOOL:
Charvil Primary**

'...to be a school which inspires and encourages the highest achievement'

POLICY WITH REGARD TO RELATIONSHIPS AND SEX EDUCATION (RSE)

Introduction

This document defines relationships and sex education as learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Relationships and sex education forms part of the Personal, Social, Health and Economic Education (PSHE) curriculum in our school. 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. Sex education is not compulsory in primary schools, but at The Piggott School: Charvil Primary, we see it as an essential component of our PSHE curriculum. It should not be seen as stand alone content. It is taught within a broader curriculum which develops an understanding of our bodies, minds, emotions and relationships.

Aims

Through relationships and sex education we aim to:

- Prepare children for opportunities, responsibilities and experiences of adult life.
- Help children to develop personal values through an awareness of their own sexuality and respect for others individuality.
- Develop and maintain a partnership with parents and carers, to ensure sensitive support for children as they grow and mature.
- Encourage children to enjoy relationships based upon mutual trust and respect, free from abuse.
- Teach children to manage emotions and relationships confidently and sensitively.
- Generate an atmosphere where questions and discussion can take place without embarrassment.
- Recognise the diversity of different forms of relationships, sexuality and families, and value understanding and respect for all.

Content and Organisation

The content of the relationships and sex education programme is taken from our Jigsaw scheme of work for PSHE and will include the following themes:

Year group	Content
FS	Our Bodies – how we have changed since we were babies
1	My Changing Body – understanding that animals and humans grow and change Boys’ and Girls’ Bodies – Appreciating the parts of the body that make us different and using the correct names for them
2	The Changing Me – where am I on the journey from young to old, and what changes can I be proud of? Boys and girls – Differences between boys and girls. Which parts of our bodies are private?
3	Outside Body Changes – How our bodies change as we get older
4	Outside Body Changes – How our bodies need to change so they can make babies when we grow up. Inside Body Changes – How our bodies need to change so they can make babies when we grow up (female and male reproductive system)
5	Having a Baby – The choice to have a baby, the parts of men and women that make babies and, in simple terms, how this happens Girls and Puberty – How the female body changes so that she can have baby when she’s an adult including menstruation Puberty for Girls – Physical changes and feelings about them Puberty for Boys – Developing an understanding of changes for both sexes and exploring feelings
6	Conception – Understanding the place of sexual intercourse in a relationship and how it can lead to conception Puberty – Consolidating understanding of physical and emotional changes and how they affect us Girl talk / Boy talk – A chance to ask questions and reflect in single sex groups Conception to birth – The story of pregnancy and birth

Certain biological aspects of the RSE curriculum are taught in Science as outlined in the table below:

Year	Statutory Requirement (Programmes of Study) Pupils should be taught to	Non-statutory Guidance
2	Notice that animals, including humans have offspring that grow into adults	They should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth, they should not be expected to understand how reproduction occurs.
5	Describe the life processes of reproduction in some plants and animals. Describe the changes as humans develop to old age.	Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals They should learn about the changes experienced in puberty.
6	Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.	They should be introduced to the idea that characteristics are passed from parents to their offspring.

Confidentiality and safeguarding

Teachers conduct relationships and sex education lessons in a sensitive manner in the classroom. At The Piggott School: Charvil Primary, we are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these circumstances, the class teacher will consult with the designated safeguarding lead and in her absence, the deputy designated safeguarding lead and would follow the school's procedures for reporting a disclosure.

Dealing with difficult questions

Children have the opportunity to raise questions in relation to their lessons. Teachers will establish ground rules for RSE in order to create a safe learning environment. Teachers will respond with sensitivity and if they are unsure of the response will seek further guidance. If the class teacher feels that the question is not relevant to the whole class, they will suggest that the child talks to their parent/carer.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Resources

The PSHE curriculum uses a range of resources to support the teaching of RSE. These will include DVD material, worksheets, and books. However, we emphasise the importance of discussion and questioning within the safe, secure and non-judgmental atmosphere of the classroom with the class teacher. The PSHE curriculum, of which RSE forms a part, aims to build an atmosphere of trust and mutual respect where children can feel confident to discuss sensitive issues.

Equal Opportunities

This policy is to be read in accordance with the school's current Equality Policy. We believe that no-one should receive less favourable treatment on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

SEN

We ensure the teaching of RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND). Learning activities will be tailored to ensure that pupils with SEND can access the content.

The role of parents/carers and the right to withdraw

Within the whole school environment, pupils are given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We believe that it is important to inform parents/carers about the relationships and sex education programme within the curriculum, so that they may be involved. A letter is

sent out annually before the RSE units are taught in school, reminding parents of the content which will be covered and giving them to opportunity to ask questions. At each policy review, the draft policy will be sent to parents for consultation.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of non-statutory RSE (those not outlined in the Science National Curriculum).

At The Piggott School: Charvil Primary, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 3, Lesson 2 (How and where babies grow)

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 3 (Conception)

Year 6, Lesson 4 (Conception, birth)

These lessons are usually taught in the Summer term and a letter will be sent to parents reminding them of their right to withdraw their child from these lessons before they are taught.

Requests for withdrawal should be put in writing and addressed to the Deputy Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Deputy Headteacher will discuss the request with parents and take appropriate action. As is required by all primary schools, all requests to withdraw pupils from the non-statutory aspects of sex education will be granted.

Alternative work will be given to pupils who are withdrawn from sex education.

There is no right to withdraw from Relationships Education or Health Education.

Monitoring and review

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. The SMSC committee of the governing body monitor our Relationships and Sex Education Policy biannually or when changes are required.

Supporting documents

Documents that inform the school's RSE policy include:

- Education Act (1996) o Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Next date for review: June 2021

