



**THE PIGGOTT SCHOOL:  
Charvil Primary**

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**POLICY WITH REGARD TO RELATIONSHIPS AND SEX EDUCATION (RSE), INCLUDING HEALTH EDUCATION**

**Date last reviewed:** April 2023

**Responsibility:** Headteacher and SMSC Committee

**Review Period:** Biennially or earlier if there are any statutory changes

**Introduction**

This document defines relationships and sex education, including health 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, including health 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.

This policy was developed in consultation with staff and parents. It was reviewed by the Senior Leadership Team and Governors and ratified by the Full Governing Body.

**Aims**

Through relationships and sex education, including health education, we aim to:

- Prepare children for opportunities, responsibilities and experiences of adult life.
- Help children to develop personal values through a developing 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:

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.

Year group	Content – Changes (including puberty and sex education)
FS	Our Bodies – respecting our bodies; growing up
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. Using correct names for body parts. Which parts of our bodies are private?

	Assertiveness – understanding there are different types of touch and can tell you which ones I don't like.
3	Babies – how babies are made and grow (RSE) Outside Body Changes – How our bodies change as we get older Inside Body Changes – how bodies change on the inside as we grow (female and male reproductive system)
4	Having a Baby – internal and external body parts (RSE) Girls and puberty – periods Accepting change
5	Body image Conception - 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 (RSE). The role of IVF to help some people have babies. (RSE) Puberty – Physical changes and feelings about them
6	Self image 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 (RSE) Boyfriends and girlfriends Self-esteem

Year group	Content - Relationships
FS	Friendship and bullying
1	Families, friendships and special relationships
2	Families, keeping safe, secrets, conflict, trust
3	Families, friendship, being a global citizen
4	Jealousy, love and loss, memories, getting on and falling out, boyfriends and girlfriends
5	Self identity, online safety, online communities, relationships and technology
6	Mental health, love and loss, power and control, online safety

Year group	Content – Health
FS	Bodies, movement, keeping clean, keeping ourselves safe
1	Healthy choices, being clean, medicine safety, road safety
2	Being healthy, being relaxed, medicine safety, healthy eating
3	Being fit and healthy, drugs, keeping safe
4	Friends, group dynamics, smoking, alcohol, healthy friendships
5	Smoking, alcohol, emergency aid, body image
6	Drugs, exploitation, gangs, mental health

### 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 their 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. This is supported by Jigsaw PSHE Education which continually refers to a Learning Charter that students build upon with each unit and across the years. 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 teaching presentations containing cartoon images, videos, 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.

### **SEND**

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 the 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 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 (Having a baby)

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (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 Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The 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.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body will approve the RSE Policy, and hold the Headteacher to account for its implementation. The Governing Body has delegated the approval of this policy to the SMSC Committee.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE, including health education, is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE

### **Staff**

Staff are responsible for:

- Delivering RSE and HE in a sensitive way
- Modelling positive attitudes to RSE and HE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE and HE

### **Pupils**

Pupils are expected to engage fully in RSE and HE and, when discussing issues related to RSE and HE, treat others with dignity, respect and sensitivity.

## **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 biennially or when changes are required.

### Core Documents underpinning this policy

- Department for Education's Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)

**Appendix 1 – what children should know (content outlined in Department for Education’s Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019))**

**Relationships**

**By the end of primary school:**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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>• 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> </ul>
	<ul style="list-style-type: none"> <li>• 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>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• 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>

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<sup>1</sup> 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.

<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• 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>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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>• 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 or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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> </ul>

	<ul style="list-style-type: none"> <li>• 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>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
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<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• 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>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Mental and physical health and wellbeing

### By the end of primary school:

<b>Mental wellbeing</b>	Pupils should know <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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></ul>
	<ul style="list-style-type: none"><li>• 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>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• 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>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• 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 wellbeing or ability to control their emotions (including issues arising online).</li><li>• 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>

<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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>• 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>• where and how to report concerns and get support with issues online.</li> </ul>
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<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
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<p><b>Healthy eating</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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>
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<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>