

Longmoor Primary School



LEARN, GROW, ACHIEVE

Relationships and Sex Education Policy (RSE)

Adopted by Governors

Chair of Governors: Jane Wright Signature:	Date: 8 th May, 2024
Chair of Governors: Jane Wright Signature: <i>J. Wright</i>	Date: 6 th July, 2022
Chair of Governors: Jane Wright Signature: <i>J. Wright</i>	Date: 7 th July, 2021
Chair of Governors: Jane Wright Signature: <i>J. Wright</i>	Date: 8 th July, 2020

1. Introduction

At Longmoor Primary School, we believe that Personal, Social, Health and Economic Education (PSHE) is at the heart of all our children's education, opportunities and experiences. Through our school aims, vision and expectations, we promote the development of the whole child, supporting all pupil's self-esteem, moral and social skills as well as their academic success. We also provide care for all pupil's mental and physical health to enable them to lead happy, confident, and healthy lifestyles.

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Longmoor Primary School we teach RSE as set out in this policy.

4. Policy development

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

1. Review - a member of staff pulled together all relevant information including relevant national and local guidance
2. Parent consultation - parents were invited to complete a questionnaire and follow up meeting about the provision of RSE in school
3. Ratification - once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Curriculum

At Longmoor, we deliver PSHE and RSE lessons through the Jigsaw scheme of work. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lessons across the school, and encourages children to try to reflect that learning in their behaviour and attitudes.

Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July).

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home so they are fully informed and don't seek answers online., meaning the question will not be answered to the child or class if it is outside the remit of that year group's program.

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively. The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps them make healthy decisions later in life.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

7. Delivery of RSE

PSHE education curriculums that are thoroughly planned and delivered successfully can have a positive impact on the whole child, including their academic development and progress. It helps to break down social and emotional barriers to learning and will build on the child's self-esteem and selfconfidence. In turn, this will allow and enable the child to access and focus on their academic development to a greater extent as well as supporting the development of qualities in a child to attribute to a healthy, independent and active role in society.

There is evidence that PSHE education can help improve the life opportunities of the most vulnerable and disadvantaged children by raising their aspirations and empowering them with skills to overcome

challenges they face. PSHE education also allows children to openly discuss mental health and emotional well-being, helping to develop the skills to support children to manage their own mental health and take steps to balance their emotions. PSHE education is a vital tool in helping schools to educate the whole child; positively impacting not only the individual but also the school community, the wider community and the global community both present and future.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. The Jigsaw PSHE scheme is used at Longmoor. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

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 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).

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

8. Child protection and confidentiality

We recognise that when teaching sensitive topics to children, especially those associated with family life, safe and appropriate touching, personal body parts and healthy relationships, incidents of abuse may be uncovered through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education program, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

All staff involved in delivering and supporting RSE will be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff will follow the guidelines in the Safeguarding Policy adopted by the school. We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some units of learning may need to be adapted due to the sensitive nature of topics covered.

Teachers at Longmoor will assess the needs of their cohort on a regular basis and ensure that any programs of learning are adapted as appropriate to meet individual needs in relation to their contextual circumstances. It is important to stress that providing an RSE Education is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future.

9. Roles and responsibilities

9.1 The governing board

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

9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

9.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE Co-ordinator and the headteacher.

All staff in school teach RSE.

In addition, some aspects of the RSE program will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

9.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All RSE lessons begin by discussing the ground rules to promote a safe, respectful classroom environment.

10. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships, science or health education. This includes puberty for boys and girls.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE. At Longmoor Primary School, sex education is defined as conception to the birth of a baby.

Requests for withdrawal should be put in writing and addressed to the headteacher. **If you wish to withdraw your child from some or all of sex education, you must write to Mrs Dainty explaining your reasons why. A meeting will be held and a record of this meeting will be kept.**

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

11. Training

The headteacher will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Any staff who require additional training in teaching RSE can request appropriate training courses.

12. Monitoring arrangements

The delivery of RSE is monitored by Jack Welbourne and Sian Lewis - PSHE Co-ordinators through learning walks and book looks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jack Welbourne and Sian Lewis - PSHE Co-ordinators (annually). At every review, the policy will be approved by Mrs Dainty - Headteacher and Jane Wright - Chair of Governors.

Appendix 1

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition