



## **Sex and Relationships Education Policy**

### **Rationale and Ethos**

Monksdown Primary School teach Sex and Relationships Education through our whole school approach PSHE framework: Jigsaw. It is delivered in a positive caring environment, providing the opportunity for every child to reach their full potential. The school's policy for sex and relationships education (SRE) is based on guidance from the DfE (Sex and relationships – OFSTED 2020)

*"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...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."*

DfE Guidance p.8

The policy has been drawn up in consultation with parents, pupils, staff and Government guidelines.

At Monksdown Primary School SRE is defined as learning about physical, moral, social and emotional development, love and care towards others and through the teaching of sex and relationships education, children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding.

### **Roles and Responsibilities**

The Head teacher is responsible for the effective delivery of the SRE curriculum. The governing body holds responsibility for the RSE policy. The RSE programme will be led by Emily Richardson (PSHE Coordinator) and delivered by individual class teachers, it will be supported with PSHE assemblies, Children's Mental Health days, Health and Wellbeing themed days and linked external visits to school.

### **Legislation**

We are required to teach relationships education as part of our PSHE curriculum. The government has decided that that from September 2020, all schools must

deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

*"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools. Dfe Guidance 2021*

The RSE policy supports and complements the following policies found on our website:

Child Protection Policy

PSHE Policy

ICT Policy

Science Policy

Documents that inform the school's RSE policy include:

Education Act (1996)

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).

### **SRE in the curriculum**

The school uses Jigsaw resources to promote SRE education in an age appropriate manner. The teachers sensitively ensure children are aware and understand the boundaries that should exist linked to the private areas of their body. Monksdown primary follow The PSHE Associations guidelines

Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science. It is statutory that ALL children receive relationships education at primary level. For more information on how to withdraw your child from the parts of sex education that do not occur in the science curriculum contact Miss Richardson ( PSHE Coordinator) or Mrs Dakin ( Assistant Head Wellbeing Lead)

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively. Resources used are made available for parents to view and a meeting with parents is offered prior to the Year 5/6 lessons.

Questions raised by pupils are dealt with sensitively and are answered appropriately according to age and understanding if raised. Inappropriate or explicit questions do

not have to be answered directly, however, children may be spoken to outside of the session or forwarded to our school mentor for further support.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however, this is not always the case.

### **Assessment, Reporting and Recording**

Class teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE.

### **Equal Opportunities**

The Equality Act 2010 legally protects people from discrimination in wider society. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance through careful planning and knowledge of individual children.

Full RSE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study.

### **Child Protection**

All teaching staff are trained in child protection issues. Any concerns raised through SRE are dealt with according to the schools child protection procedures (see Child Protection Policy).

### **Working with Parents**

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the SRE curriculum
- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from SRE lessons and providing DfES materials for parents who choose to withdraw their children.

### **Monitoring and Evaluation**

The monitoring of Sex and Relationships education is carried out by the Head Teacher and PSHE Lead who reports to the Governors.

This policy will be reviewed on an annual basis.





## Relationships Education in Primary schools (Appendix) – DfE Guidance 2020

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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>• R3 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> <li>• R4 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>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (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).</li> <li>• R6 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>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p>

	<ul style="list-style-type: none"> <li>• R8 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>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 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>• R11 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 and advice from others, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 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>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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> <li>• R17 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>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 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>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 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>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> <p>In addition, Safer Internet Assemblies and Days are provided.</p>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p>

	<ul style="list-style-type: none"> <li>• R26 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>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> <p>In addition NSPCC resources and scheduled days are celebrated</p>
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## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 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> <li>• H3 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>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 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>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 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 well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 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>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> <p>In addition – Children's Mental Health days are used to promote discussion around Mental Health and explores strategies on how to keep our Mental Health healthy.</p>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul>



	<ul style="list-style-type: none"> <li>• H12 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>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 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>• H16 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>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 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>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> <p>In addition PE Passport and Daily Mile are part of everyday school life.</p>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 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>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 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>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• H28 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>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	In addition, Dental practitioner visits
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

For more Parental information : [Understanding Relationships and Health Education - a guide for primary school parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)