Issued by the Governors of St Mary's CE School, Clymping

Relationships and Sex Education policy
St Mary's School Clymping

Approved by: Ethos Committee Governing Body	
Last reviewed on: November 2023	
Next review due by: November 2024	

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1. 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

2. 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, and so choose to deliver them as part of our PSHE/RSE 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 St Mary's School we teach RSE as set out in this policy.

3. Policy development

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

    1.   Review –all relevant information including relevant national and local guidance was sought.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to read and comment on the proposed policy

4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

5. Curriculum

Here, at St Mary's C of E Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.   We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use **Jigsaw, the mindful approach to PSHE**, as our chosen teaching and learning programme and tailor it to your children's needs. (Appendix 1)

Our Curriculum is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools **(**second edition updated summer 2019).

5.1 Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year and is appropriate to specific age phase.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

5.2 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

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).

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: "*Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.*" (Page 34)

5.3 Health Education

Health Education as part of Jigsaw curriculum will cover content within:

> 'Mental wellbeing

> Internet safety and harms

> Physical health and fitness

> Healthy eating

> Drugs, alcohol and tobacco

> Health and prevention, including basic First Aid

> Changing adolescent body.

5.4 Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'   However, 'Sex Education is not compulsory in primary schools'. (p. 23)

At St Mary's Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Sex Education refers to Human Reproduction, and therefore the school will inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

The school will inform parents of this right by letter, before the topic is taught. (See section 8)

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, following the JIGSAW curriculum. This forms part of regular weekly curriculum time.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing body

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

7.2 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).

7.3 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 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 headteacher.

Class teachers teach the appropriate elements of the RSE curriculum to their class.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the governors' ethos committee through:

Planning scrutinies, learning walks, and pupils conferencing

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by ethos committee of the governors

Appendix 1: Curriculum map

Relationships, Health and sex education curriculum map

St Mary's, Clymping: PSHE/SRE curriculum Map

[Statutory Relationship and Health Education elements (see appendix 2) are covered primarily in the units Celebrating differences, Healthy Me, Relationships and Changing Me. The elements related to non-statutory Sex Education are covered predominately in the Changing Me topics.]

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	**Celebrating Differences**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Reception		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 Relationships Breaking friendships Falling out Deal with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1 and 2	Cycle A	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 differences and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation	Physical contact boundaries Friendships and conflict Secrets Trust and appreciation for special relationships	Increasing independence Assertiveness Preparing for transition
	Cycle B	Feeling special and safe Being part of a class Rights and responsibilities	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends	Setting goals Identifying successes and achievements Learning Styles Working well and celebrating achievements	Being safe Medicine safety/safety with household items Road safety Linking health and	Making friends/being a good friend Physical contact preferences People who help us Qualities as a	Coping with change Transition

Year group	Cycle						
		Rewards and Feeling proud Consequences Owning the Learning Charter	Celebrating the differences in everyone	with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	happiness	friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	
Year 3 and 4	Cycle A	**Year 4** 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	**Year 4** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	**Year 4** Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	**Year 4** Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	**Year 4** Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	**Year 3** 1. How babies grow 2. Babies 3. Outside body changes 4. Family stereotypes 5. Preparing for transition **Year 4** 1. Being unique 4.Confidence in change 5. Accepting change 6. Preparing for transition
	Cycle B	**Year 3** Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	**Year 3** 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	**Year 3** 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	**Year 3** 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	**Year 3** 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	**Year 3** 1. How babies grow 2. Babies 3. Outside body changes 4. Family stereotypes 5. Preparing for transition **Year 4** 1. Being unique 4.Confidence in change 5. Accepting change 6. Preparing for transition
Year 5 and 6	Cycle A	Planning the forthcoming year Being a citizen	Cultural differences and how they can cause conflict	Future dreams, The importance of money Jobs and careers	Smoking, including vaping Alcohol Alcohol and anti-social	Self-recognition and self-worth Building self esteem	**Year 5:** self and body image Influence of online and

	Rights and responsibilities Rewards and consequences How behavior effects groups Democracy Participating (age 9-10)	Racism Rumours and name-calling Bullying Material wealth and happiness Enjoying and respecting other cultures (age 9-10)	Dream jobs and how to get there Goals in different cultures Supporting others (charity) Motivation (age 9-10)	behavior Emergency aid Body image Relationships with food Healthy choices Motivation and behavior (age 9-10)	Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming Smart internet safety rules (age 9-10)	media on body image Puberty for girls Puberty for boys Conception (including ivf) Growing responsibility Coping with change Preparing for transition **Year 6 :** self –image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Cycle B	Identifying goals for the year Global citizenship Children's universal rights Feeling welcomed and valued Choices, consequences and rewards Group dynamics Democracy Anti-social behavior Role modelling (age 10-11)	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Difference as celebration Empathy (age 10-11)	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognizing achievements Compliments (age 10-11)	Taking personal responsibility How substances effect the body Exploitation, including 'county lines' and gang culture Emotional and mental Health Managing stress (age 10-11)	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 (age 10-11)	**Year 5:** 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 **Year 6 :** self –image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2: By the end of primary school pupils should know

Relationships Education in Primary schools – DfE Guidance 2019

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:

	Pupils should know…	How Jigsaw provides the solution
Families and people who care for me	- R1 that families are important for children growing up because they can give love, security and stability. - 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. - 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. - 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. - 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). - 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	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World
Caring friendships	- R7 how important friendships are in making us feel happy and secure, and how people choose and make friends - R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharinginterests and experiences and support with problems and difficulties - R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded	

	• 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 • 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	
Respectful relationships	• 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of coutesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider societythey 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 • 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	All of these aspects are covered in lessons within the Puzzles • Relationships

	- R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. - R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, - R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. - R32 where to get advice e.g. family, school and/or other sources.	- Changing Me - Celebrating Difference

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:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits. • 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.	All of these aspects are covered in lessons within the Puzzles

	• 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. • H14 why social media, some computer games and online gaming, for example, are age restricted. • 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.	• Relationships • Healthy Me
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • 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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• H31 the facts and science relating to immunisation and vaccination	
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

Appendix 3: St Mary's C of E Primary School, Clymping

Withdrawal from sex education within relationships and sex education.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Head Teacher:	