

SRSE Policy 2020/21



Statutory Relationships and Health Education

"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

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

At St Mary's 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.

1. Aims of Policy

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

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 the children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

2. Statutory requirements

It is important to understand that, 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.

At primary school stage we must provide the statutory teaching 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](#).

3. Roles and Responsibilities

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

3.1 The Subject Lead

The Subject Lead is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE Curriculum

3.2 Staff

Staff at St Mary's 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 non-statutory/non-science 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 Subject Lead or Head Teacher.

3.3 Pupils

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

4. Curriculum Delivery

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)

Schools are to determine the content of Sex Education at primary school. Sex Education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born'.

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

At St Mary's School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction. Reproduction is covered in the science curriculum.

The Jigsaw Charter (a set of rules) enables all children to develop the skills to express their own views, without fear of judgement by others, and supports children in making their own decisions about their choices in life. Explicit lessons on influences and pressures coupled with the underpinning mindfulness philosophy and ever-present valuing of the individual mean that Jigsaw promotes this Church of England principle.

At St Mary's School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We follow the DfE Guidance 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. The content for each year group is set out below.

Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

| | | |
|----|-------------------------|--|
| FS | Growing Up | How we have changed since we were babies |
| Y1 | My changing body | Understanding that growing and changing is natural and happens to everybody at different rates |
| | Boys' and girls' bodies | Appreciating the parts of the body that make us different and using the correct names for them |
| Y2 | 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 – how do we feel about them? Which parts of me are private? |
| Y3 | Outside body changes | How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them |
| | Inside body changes | How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems) |

Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

| | | |
|----|----------------------|--|
| Y4 | 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 (animations used – the Female Reproductive System) |
| | Girls and puberty | How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System) |
| Y5 | Puberty for girls | Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System) |
| | Puberty for boys | Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System) |
| | Conception | Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems) |
| Y6 | Puberty | Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems) |
| | Girl talk / boy talk | A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems) |
| | Conception to birth | The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems) |

Parents' right to request their child be excused from Sex Education

"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

We teach it as part of PSHE and parents have the right to withdraw their child. We are happy to discuss the content of the curriculum and invite you to contact or fill in the form attached and hand to your class teacher which will then be passed on to the following;

Subject Lead - Miss Hira.

Head Teacher - Mrs Booker.

Policy Review

This policy is reviewed annually.

| | Signed Headteacher | Signed Chair of Governors |
|----------------------|--------------------|---------------------------|
| Date of review: | | |
| Date of next review: | | |

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 | | | |