

# FRONT STREET PRIMARY SCHOOL



## RELATIONSHIPS AND SEX EDUCATION POLICY

September 2024

## 1. Aims

At Front Street Primary School our aim of RSE is to equip our pupils for life in the 21<sup>st</sup> Century and to develop positive, healthy relationships by:

- \*Providing a framework in which sensitive discussions can take place
- \*Helping pupils develop feelings of self-respect, confidence and empathy
- \*Creating a positive culture around issues of sexuality and relationships
- \*Teaching pupils the correct vocabulary to describe themselves and their bodies
- \*Preparing pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

## 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.

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 Front Street Primary 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 engagement and consultation process has involved:

- \*Pupil voice/School council
- \*Engagement with parents/carers through a working parent party
- \*Consultation, agreement and implementation of policy by school governors

## 4. Definition

**Relationships Education** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

### **Health Education – Physical Health and Mental Wellbeing**

Our focus will be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstruation will be covered in Health Education and addressed before the onset of puberty in Y5. This should ensure pupils are prepared for changes they and their peers will experience.

## 5. Curriculum

Our RSE curriculum is based on the Jigsaw programme and this has been adapted to meet the needs of our children. (Our content overview is set out as per Appendix 1)

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools; at Front Street we define sex education as informing the children of the scientific facts on human reproduction and this will be taught in Y5 & Y6, focussing on how a baby is conceived and born. Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw 'Changing Me' puzzle and/or School Nurse in Y5 & Y6.

Dfe Guidance 2019 on Relationships Education states that by the end of Primary School:

	Pupils should know...	How Jigsaw provides the solution
<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> <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>	
<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</li> </ul>	

	<p>of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <ul style="list-style-type: none"> <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>	
<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>
<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> <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>	<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>

## 6. Roles and responsibilities

The governing body alongside the Headteacher have approved the RSE policy.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

Staff are responsible for:

- \*Delivering RSE in a sensitive way
- \*Modelling positive attitudes to RSE
- \*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

## 7. 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/non-science components of sex education within RSE which will be covered in Y5 & Y6 Changing Me Puzzle.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

# Appendix 1: JIGSAW PSHE 3-11 Content Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Rights Respecting Articles</b>	Article 2 - No discrimination Article 4 - making rights real Article 13 - Sharing thoughts freely Article 14 - Freedom of thought and religion	Article 7 - Name and nationality Article 15 - Setting up or joining groups Article 23 - Children with disabilities Article 30 - Minority culture, language and religion	Article 17 - Access to information Article 28 - Access to education Article 29 - Aims of education Article 31 - Rest, play, culture and arts	Article 24 - Health, water, food, environment Article 33 - Protection from harmful drugs Article 36 - Protection from exploitation	Article 9 - Keeping families together Article 20 - Children without families Article 22 - Refugee children Article 30 - Minority culture, language and religion	Article 24 - Health, water, food, environment
<b>Generic Articles</b>	Article 1 - Definition of the child		Article 2 - No discrimination	Article 3 - Best interests of the child		Article 12 - Respect for children's views
<b>Global Goals</b>	10 - Reduced inequalities	10 - Reduced inequalities 11- Sustainable cities and communities	1 - No poverty 2 - No hunger 4- Quality education 8-Good jobs and economic growth	1 - No poverty 2 - No hunger 3 - Good health	5 - Gender Equality 16 - Peace and justice	3 - Good health
<b>Ages 3-5 (F1-F2)</b>	Self-identifying 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
<b>Ages 5-6</b>	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 NSPCC PANTS rule Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	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 NSPCC PANTS rule Assertiveness Preparing for transition

<p><b>Ages 7-8</b></p>	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Responsible choices Seeing things from other perspectives</p>	<p>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</p>	<p>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</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitude towards drugs Keeping safe and why it's important online and off-line scenarios Respect for myself and others Healthy and safe choices</p>	<p>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</p>	<p>How babies grow Understanding a baby's needs Differences between male and female bodies (correct terminology) NSPCC PANTS rule Family stereotypes Challenging my ideas Preparing for transition</p>
<p><b>Ages 8-9</b></p>	<p>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</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling out Girlfriends and Boyfriends Showing appreciation to people and animals</p>	<p>Being unique Differences between male and female bodies (correct terminology) Confidence in change Accepting change Preparing for transition Environmental change</p>
<p><b>Ages 9-10</b></p>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>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</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>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</p>	<p>Self and body image Influence of online and media on body image Girls and Puberty Healthy relationships Coping with change Preparing for transition</p>
<p><b>Ages 10-11</b></p>	<p>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</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>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</p>	<p>Self-image Body image <b>*Puberty for girls</b> <b>*Puberty for boys</b> Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition  <small>*Includes elements of Sex Education which parents have a right to withdraw their child from</small></p>

