



Relationships and Sex Education (RSHE)

Signed	Policy review date		
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1. Why is RSE needed?

- More than ever before, children are exposed to representations of sex and sexuality through the media/ social media and the social culture around them, so we need to present a balanced view of RSE and help them to be discerning and stay safe.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are relatively high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE for their children
- Research consistently shows that effective RSE delays first sexual experience and reduces risk- taking.
- Surveys of children and young people, as well as Ofsted, have repeatedly told us that RSE tends to be “too little, too late and too biological”.

2.Aims of RSE

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education) and Science:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others) by creating a positive culture around issues of sexuality and relationships
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded including teaching pupils the correct vocabulary to describe themselves and their bodies

3.Statutory requirements

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE, they must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

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

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. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum following the 'Jigsaw' PSHE programme. Information regarding 'Jigsaw' can be found in the curriculum area on the school website. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks • Assertiveness
- Seeking help and support when required
- Informed decision-making • Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle • Managing conflict
- Discussion and group work these skills are taught within the context of family life.

6. What is actually taught in Sex Education?

The 'Changing Me' unit of Jigsaw 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. Please note: 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, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Reception: Friendships, being a good friend, growing up and celebrations

Year 1: Physical contact preferences, changes since being a baby, coping with change and life cycles

Year 2: Friendships and conflict, secrets trust, increasing independence and preparing for transition.

Year 3: Keeping safe on line, being a global citizen, awareness of how other children have different lives, outside the body changes, inside the body changes and family stereotypes

Year 4: Jealousy, love and loss, getting on and falling out, being unique, confidence in changes and accepting changes.

Year 5: Self recognition and self-worth, online gaming and gambling, SMART internet rules, influences of online and media on body image, growing responsibility and coping with change.

Year 6: Mental health, take responsibility with technology use, source of support, body image, boyfriends and girlfriends and transition

All lessons are taught using simple, child-friendly language and pictures, which help children, understand changes more effectively.

In school we will always use correct terminology relating to RSE and in particular parts of the body. This helps to ensure that children aren't confused by hints, euphemisms and innuendo. We encourage parents to also use correct terminology whenever they can, especially for body parts. This is hugely important for safeguarding too.

The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are important as they help keep children safe and it helps them make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.

7. Roles and responsibilities

7.1 The Governing Body

The governing body has delegated the approval of this policy to the Head Teacher

7.2 The Head Teacher

The Head Teacher 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).

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 sensitively to pupils' questions regarding sex and relationships that may be raised during discussion that are beyond the science curriculum.
- 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. Staffs who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

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 have the right to withdraw their children from the non-statutory/non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

Parents wishing to withdraw their children from the non-science component of RSE should consider the following in order to inform their decision:

- Read the Jigsaw PSHE guide 'Relationship and Sex Education in the Primary School -A Guide for Parents and Carers on the school website (curriculum section)
- All the other children in your child's class will have been taught this information and may well talk to your child about it, perhaps in the playground and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- Their child will be learning about reproduction in Science lessons. The RSE in PSHE will echo this and will concentrate on teaching children how to enjoy healthy,

appropriate relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that RSE won't be seen as contentious or a cause for concern, but rather as helpful.

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

9. Training

RSE development forms part of ongoing professional development, with training, staff meetings and visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored through the school's Development, Evaluation and Review system. Pupils' development in the science component of RSE is monitored by class teachers as part of our internal assessment systems.