

Giles Junior School



Achieving Excellence through Leadership

Sex and Relationships Policy

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This policy is based upon the programme of work issued by Jigsaw PHSE and the Department for Education guidance.

The Importance of relationships education at Giles Junior School

Building respectful relationships is an important part of education and life. Today's children are growing up in an increasingly complex world. Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. High-quality relationships education helps create a safe school community where pupils can grow, learn, and develop positive, compassionate behaviour for life. To be properly prepared for life in a diverse society, children need to develop an understanding of difference and of the importance of treating others with respect.

Aims

The aims of relationships education at our school are to teach all children in an age-appropriate way:

- what relationships and friendships are;
- the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults;
- what family means, including the different types of family, and who can support them;
- about safe relationships and how to stay safe both on and offline;
- about the law (including the Equality Act 2010) as it applies to relationships so that pupils clearly understand what the law allows and does not allow;
- about diversity – children respecting all people and understanding that everyone is alike, but also different.

Our relationships education will support children's Spiritual, Moral, Social and Cultural development and understanding of British Values and the school's 7 Habits, helping pupils to develop feelings of kindness, respect, honesty, empathy and open heartedness.

Our approach will ensure that all children are, and feel, included. 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 (Lesbian, Gay, Bisexual or Transgender) 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).

Through our inclusive curriculum, we will create the opportunity to challenge (and prevent) the prejudiced views that could lead to discrimination.

Sexual Relationships and Education

A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education each year so that they can decide whether or not to withdraw their child from this aspect of the curriculum.

Legislation and guidance

Schools have a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and, under the Education Act (1996), to prepare children and young people for the challenges, opportunities and responsibilities of adult life. Schools must also ensure they comply with the relevant provisions of the Equality Act 2010, especially the stated protected characteristics.

From September 2020, Section 34 of the provides for relationships education to be taught to all children in all primary schools in England, including independent schools. Relationships education is compulsory in all schools in England and there is no parental right to withdraw children from this part of the curriculum, although parents may choose to withdraw their children from the specific teaching of sex education.

Parents' Right to Withdraw Their Child

Parents and carers have the right to withdraw their child from some, or all, of the specific lessons that relate to sex education. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. If parents/carers are considering withdrawing their child, we recommend that they discuss it first with their child and then with a senior member of staff at school (Head teacher, Deputy Head, INCO or PHSE/SRE subject leader). We are more than happy for parents/carers to view the materials before they make a decision. Materials can be obtained from the school office on request.

Sex Education in the National Curriculum

Within the National Curriculum for Science, pupils should be taught:

Year 1

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2

Notice that animals, including humans, have offspring which grow into adults

Years 3 and 4

No links made.

Year 5

Describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. They should learn about the changes in puberty (non- statutory).

Year 6

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Pupils with Special Needs

We will ensure that all pupils receive age-appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of individual pupils, taking specialist advice where necessary.

Below are outlines of the learning sequences taught in each year group within the SRE curriculum.

Year 3

1.How Babies Grow	I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby
2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow
3.Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process
4. Inside Body Changes	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles

Year 4

1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life
5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept

Year 5

1. Self and Body Image	I am aware of my own self-image and how my body image fits into that
2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty
4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby
5. Looking Ahead 1 Puzzle Outcome: Change Cards	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)

Year 6

1. My Self Image	I am aware of my own self-image and how my body image fits into that
2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
3. Babies: Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
4. Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it

Policy development

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

1. Review – all relevant information including relevant national and local guidance was studied;
2. Staff consultation – all school teachers were given the opportunity to make recommendations on the policy;
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and view the teaching material (schemes of work and story books etc.) that will be used in each year group;
4. Pupil consultation – a Pupil Voice survey sought pupils' views on PHSE (personal, social, health and economic education), RE (citizenship and religious education) lessons; and
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition and delivery of 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

Although elements of relationships education will be taught within the subjects of PSHE, RE and computing, we will weave the language of equality into everyday life. We will adopt the best-practice LGBT-inclusive Primary Curriculum approach developed by the UK Government Equalities Office, Pearson Spectrum UK and Stonewall and we will represent LGBT identities and history in ways that support the ethos and community of our school. This will be across the whole curriculum and, therefore, relationships education will be taught by all teachers and also the senior leadership team (for example in assemblies).

Giles Junior school is one of more than 60 primary schools in Hertfordshire that uses the Jigsaw PSHE Ltd scheme of work to teach personal, social, health and economic (PSHE) education and citizenship. It is a whole-school approach, covering all classes from Year 3 to Year 6. For religious education, we use the Discovery RE scheme of work which is also published by Jigsaw PSHE Ltd.

More information about these schemes of work can be found at:

Jigsaw PSHE: <https://jigsaweducationgroup.com/programmes/pshe-3-16/>

These schemes of work will be supported by high quality, age-appropriate story books to enhance the teaching and learning of each topic.

Pupils might sometimes ask their teachers or other adults questions which go beyond what is set out for relationships education. Teachers will handle these on a question-by-question basis in an age-appropriate manner to avoid children turning to inappropriate or unreliable sources of information if their questions are unanswered.

Full details of what pupils need to know about relationships by the end of primary school, as specified by the Department for Education, are provided at Appendix 1.

Full details about what is covered about relationships education in Jigsaw PSHE for each year group are provided at Appendix 2.

Roles and Responsibilities

The governing board

The governing board will approve the relationships education policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that relationships education is taught consistently across the school.

Staff

All teaching staff are expected to read and follow this policy.

Staff are responsible for delivering relationships education in a sensitive way, modelling positive attitudes to relationships education, monitoring progress, and responding to the needs of individual pupils.

Staff are trained on the delivery of relationships education as part of their induction, and it is included in our school's continuing professional development calendar.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching relationships education are encouraged to discuss this with the headteacher.

Staff are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Head Teacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education

Pupils

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

Arrangements for monitoring and evaluation

This policy will be reviewed annually by the Governing body. At every review, the policy will be shared with the governing board.

Links with other policies

This relationships education policy is linked to:

- Teaching and Learning Policy
- Anti-bullying policy
- Online safety
- Safeguarding and Child Protection This policy aligns with our safeguarding responsibilities as outlined in Keeping Children Safe in Education (KCSIE 2024).
- SEND and Inclusion
- Behaviour and Pupil Discipline

Distribution:- A copy of this policy will be available to:-

- a) all school governors
- b) all teaching staff
- c) all School Office staff
- d) all Parents (on request).

Appendix 1

Appendix 1

Appendix 1



By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • 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. • 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.
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	• 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. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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 or advice from others, if needed.

¹³ 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.

	• 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix 2



Relationships learning unit of Work

Year 3	Year 4	Year 5	Year 6
Men and Women jobs - challenging stereotypes	Impact of jealousy on relationships	Self-recognition and self-worth	Identifying mental health worries and support
Win-win friendships	Grief - loss of family member, friend, pet	Building personal self-esteem	Taking care of own mental health
Using technology safely	How friendships can change - compromise, empathy	Safer online communities	Exploring stress and anxiety
Being a global citizen - needs and rights of children around the world	Boyfriends and girlfriends, including same sex relationships	Online gaming and gambling	Self-harm
Deprivation	Showing appreciation to people and animals	Dangers of online grooming	Grief - loss of family member, friend, pet
Equality and justice		Reducing screen time	Peer pressure
		Using technology safely	Using technology safely



Celebrating Difference learning unit of Work

Appendix 1

Year 3	Year 4	Year 5	Year 6
Exploring different families including mixed race, same sex, single parent, travellers. Conflict in Families - Solving it Together technique Homophobic language and bullying Not using hurtful words Giving and receiving compliments	Not jumping to conclusions about people and judging them Exploring how impressions can change over time Stereotypes are sometimes not helpful influences Online bullying and being safe with technology Identifying how special and unique everyone is	Cultural differences and potential conflicts Racism Verbal bullying, including rumours, homophobic and racist language Respecting different cultures Exploring life in the developing world and the value of happiness regardless of material wealth	Perceptions of normality and prejudice based on beliefs about what is normal The Equality Act 2010 The story of Robert Cowell - one of the first transgender people in the UK Bullying based on power, peer pressure Understanding disability Exploring empathy

Appendix 2

