



**Sex and Relationship Education Policy**  
**October 2024 -2026**

**Contents**

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy Development .....	
3. Definition .....	2
4. Curriculum .....	2
5. Delivery of RSHE .....	3
6. Roles and responsibilities .....	3
7. Parents' right to withdraw .....	4
8. Training .....	4
9. Monitoring arrangements .....	4

## 1. Aims

The aims of relationships and sex education (RSHE) 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

This policy should be read in line with our schools' vision statement, '**Living and Learning Together with God's Help**', as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, *being a unique human being, made by God and Loved by him*, and so develop a love of lifelong learning and a sense of community, as we grow together as part of God's family; being with God and having his help as we live and learn together in all that we are and seek to be.

## 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

The National Curriculum includes requirements to teach science, which would include the elements of sex education contained in the science curriculum.

At St Leonard's CE Primary Academy, we teach RSHE as set out in this policy.

## 3. Policy development

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

Review - a working group pulled together all relevant information including relevant national and local guidance

Staff engagement- all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder engagement - information was shared with parents regarding the content of our RSHE curriculum and the way in which this informs policy. This was also sent with the a government information sheet that explaining in more detail the statutory aspect of this curriculum and a link to the Church of England's charter to faith sensitive Relationships and Sex Education (RSE) and Health Education.

[https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)

Pupil engagement - we investigated what exactly pupils want from their RSHE

Ratification - once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

**RSHE is not about the promotion of sexual activity.**

#### **5. Curriculum**

Our Sex and Relationships Education curriculum has been developed in accordance with the science National curriculum and the statutory requirements regarding providing relationships education to all pupils as per section 34 of the Children and Social work act 2017. This will be taught through RE and PSHE, through the JIGSAW programme.

RSE is compulsory for all children. Should parents wish for their child not to take part in RSE lessons, they will need to arrange a meeting with the headteacher to discuss this.

#### **6. Delivery of RSHE**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). We use the jigsaw scheme (approved by the church of England) as our resource to deliver the PSHE and RSHE curriculum

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).

**The curriculum coverage for PSHE is as follows:**

### Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

**Within the Changing Me unit of work, the following areas will be covered within each year group:**

Year 1 - Boys' and girls' bodies; correct names for body parts.

Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Year 3 - How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation. (Revised changes from 2019 - external body changes and how a baby develops in the womb will still be taught in year 3. Details regarding internal body changes and how conception occurs by the sperm fertilising an egg will not be taught until year 4.)

Year 4 - Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms. (Revised changes from 2019: The content for year 4 remains the same. It is felt that the curriculum content as it stands is appropriate for year 4 during the Summer Term and lays the foundation for the learning that will take place in Years 5 and 6. The images and animations do not include any images of sexual intercourse. They do however show age appropriate scientific diagrams of the internal and external female and male reproductive parts and detail menstruation, sperm production (not release) and the penis becoming erect.)

Year 5 - Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms. (Revised changes for 2019: Information about internal and external changes to boys and

girl's bodies will continue to be taught. Both gender groups will be taught about changes to males and females. However, more specific details will be given to the relevant gender groups separately. The images and animations do not include any reference to sexual intercourse. They do however show age appropriate scientific diagrams of the internal and external female and male reproductive parts and detail menstruation, sperm production (not release) and the penis becoming erect. Sexual intercourse and conception will be explained verbally followed by still images of a baby growing inside the womb. All questions will be anonymous so that the teacher can filter out questions that aren't relevant to the year 5 curriculum content.)

Year 6 - Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams. (The content for year 6 remains the same. It is felt that the curriculum content as it stands is appropriate for year 6 during the Summer Term and lays the foundation for the learning that will take place at secondary school.) Children will be taught in single sex age groups where appropriate

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The Head teacher**

The Head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE 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 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 RSHE.

Requests for withdrawal should be put in writing 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 RSHE as part of their induction and it is included in our continuing professional development calendar.

The Head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by the PSHE lead through: planning scrutinies, learning walks, book looks and pupil voice.

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

## **Policy Status and Review**

This policy was created by the Head teacher; in consultation with the teaching team, and its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Head Teacher and Governors.

Written by: Headteacher

Owner: Headteacher

Status: Approved

Approval date: October 2024

Review date: October 2026