



**Millbrook Primary School
Relationships and Sex
Education Policy**

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1. Rationale

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

This policy takes full account of the school's legal obligations and the latest [DfE guidance](#).

Our Relationships and Sex Education (RSE) programme is taken from the Jigsaw scheme of work developed by the Jan Lever Group.

1. Aim and Objectives

RSE in schools as a whole contributes towards pupils:

- Building self-esteem and making positive health choices.
- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking.
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of difference.
- Developing an appreciation of the consequences of choices made.
- Managing conflict with peers.

The aim of the Relationships and Sex Education Policy at Millbrook Primary School is to help support pupils through their physical, emotional and moral development as stated above. The programme is firmly embedded within the PSHE curriculum.

Young people may have varying needs regarding RSE, depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this the school will consider:

- The needs of both boys and girls
- Ethnic and cultural diversity

- Varying home backgrounds
- Special Educational Needs
- Any individual circumstances that occur

2. Teaching and Learning

2.1. Compulsory aspects of RSE

Maintained primary and secondary schools, and academies, are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. The policy should be made available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools and academies. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

Millbrook Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders.

- Key Stage 1
 - Notice that animals, including humans, have offspring which grow into adults.
- Key Stage 2
 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
 - Describe the life process of reproduction in some plants and animals.
 - Describe the changes as humans develop to old age.
 - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

2.2. Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the ‘Changing Me’ Puzzle. As a school we will teach 'Human Reproduction' in PSHE lessons. The content in red on the grid below shows when this is and children can only be withdrawn from all or part of these lessons.

Puberty and Human Reproduction in Jigsaw 3-11		
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 <small>(animations used – shorter version Female and Male Reproductive Systems)</small>

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Puberty and Human Reproduction in Jigsaw 3-11		
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)

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2.3. Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will not answer personal questions but will endeavour to answer other questions as honestly as possible. However, questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored. At Millbrook, all teachers use an anonymous question box when appropriate as a distancing technique.

2.4. Confidentiality

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher or a Designated Safeguarding Lead in line with the school safeguarding policy.

3. Role of the Co-ordinator and other members of staff

The designated **RSE Co-ordinator** (Kim Sylvester) is responsible for ensuring all staff are able to access the teaching materials for the RSE programme. They must also keep up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluating. For example, the school nurse might be asked to teach specific lessons to upper Key Stage 2 classes.

4. Complaints Procedure

Complaints about content and/or delivery of the RSE programme will be dealt with in line with the school's complaints policy.

5. Training

The RSE co-ordinator will be responsible for organising the training of staff before the delivery of RSE lessons. All staff will be issued with guidance for the delivery of the programme and informed about where to access resources.

Advice and support will be sought from the school nurse, safeguarding leads and others as applicable.

6. Partnership with Parents and Carers

Parents/carers of all pupils are informed in writing of the general content and timings of RSE sessions and can ask to view the resources and materials by request.

Parents /carers have the right to withdraw their child from certain aspects of RSE, apart from the Relationships Education and statutory content in the National Curriculum Science. The procedure for this is for the parent to send an email to the class email address. The email should request withdrawal from the RSE session, give the date of the session they want to withdraw their child from and state the reason for the withdrawal.

It is the class teacher’s responsibility to ensure that parents are aware that schools are legally required to provide a broad and balanced curriculum. Relationships and Sex topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

7. Related Policies

Links with other policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy,
- PSHE policy
- Science Policy

8. Document Control

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