



RSE (Relationships & Sex Policy)

Status and review cycle: Legally Required Bi-Annual review required

Reviewed: Mrs N Johnson

Ratified by governors on: September 2024

Next review date: May 2026

Introduction

The teaching of Relationships and Sex Education at Zouch Academy, using an integrated and consistent approach, is an important aspect of pupils' education. Relationships and Sex Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationships and Sex Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

In this document, Relationships and Sex Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development with differentiated provision if required.

Relationships and Sex Education is required to be taught within a moral framework.

Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education.

We aim to:

- Help pupils develop sensitivity and respect for themselves and others,
- Provide a friendly and caring environment in which children are able to ask questions and further their understanding,
- Support pupils in taking responsibility for their actions and the consequences of their actions,
- Provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Aims of Relationships and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- Provide the knowledge and information to which all pupils are entitled;
- Help children to develop feelings of self-respect, self-esteem, self -confidence, sympathy and empathy;
- Provide the confidence to be participating members of society and to value themselves and others;
- Prepare pupils for puberty and encourage them to take responsibility for their own actions;
- Give them an understanding of reproduction and sexual development;
- Give them an understanding of the importance of health and hygiene;
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Respect and care for their bodies;
- Answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- Give them information on where individuals and families can get help and support.

Context

We teach Relationships and Sex Education in the context of the school's aims and values framework. Whilst Relationships and Sex Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school.

In particular, we teach Relationships and Sex Education with the beliefs that:

- RSE should be taught in the context of loving relationships and family life;
- RSE is part of a wider personal, social, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;

- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect.

Teaching and Learning including Delivery of the Curriculum

Relationships Education

Most of the Relationships content is taught during Term 5. We use the Jigsaw scheme of work which maps out clear objectives through each year group. These themes progress as children move through the school. However, whilst the Relationships unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in PSHE lessons e.g. the Celebrating Difference unit helps the children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, Sex Education is not compulsory.

At Zouch Academy, we believe children should understand the facts about human reproduction before they leave primary school so we follow the Jigsaw scheme of work when delivering our lessons on Sex Education. These lessons take place in Term 6 during our Changing Me unit in PSHE lessons. We define Sex Education as understanding human reproduction.

At Zouch Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit. We conclude that sex education refers to Human Reproduction and the lessons that explicitly teach about this are as follows:

Changing Me unit:

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, Birth)

Parents have the right to withdraw their child from the above three lessons. Those parents/carers wishing to exercise this right are invited in to see the child's teacher in the first instance and then if the parent/carer has further questions they can speak to the Headteacher/or PSHE Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

Parents and carers cannot withdraw from any aspect of Relationships Education or Health Education lessons covering the changing adolescent body (puberty).

Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect other; awareness of how other children have

different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's need outside body changes at puberty; inside body changes at puberty; family stereotypes.

Challenging assumptions; judging by appearance; accepting self and others;
8-9 understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; 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;

SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

10-11 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will, to the best of its ability, ensure that girls have access to appropriate sanitary products during school time.

The Role of Parents

The school is well aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Relationships and Sex Education policy and practice,
- Answer any questions that parents may have about the Relationships and Sex Education of their child,
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in the school.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationships and Sex Education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Relationships and Sex Education policy and on the instructions of the Headteacher.

Confidentiality

Teachers conduct Relationships and Sex Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our Safeguarding policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Headteacher who can discuss the matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes have a 'Question box' in their classroom during the half term in which they are being taught Sex education, so that they can ask questions anonymously.

Children with Special Educational Needs and Disability (SEND)

We will adapt lessons to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with special education needs are properly included in RSE. This may mean additional support within lessons, small group or individual lessons and/or adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Relationships and Sex Education provision is meeting their needs.

Lessons on Puberty and Human Reproduction (Human Reproduction lesson in

Puberty and Human Reproduction in Jigsaw 3-11		
FS	Growing Up	How we have changed since we were babies
V1	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?
Y5	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 (animations used - shorter version Female and Male Reproductive Systems)

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 -Me 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 (animation; used-the Femme Flapproductive 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)

