

## ACE Personal, Social, Health Education Policy, including Relationships and Health Education and our position on Sex Education

### Policy Development

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

1. Review – A working group including members of the SLT, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation – the policy was read and commented upon by the Curriculum and Resources Committee
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend an online meeting about the policy and to share their views via a questionnaire.
5. Pupil consultation – we investigated what exactly pupils want from their RHSE and PHSE lessons
6. Ratification – once amendments were made, the policy was shared with governors and ratified

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) and the school's [Safeguarding Policy and practice](#).
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

### Glossary

**PSHE** – Personal, Social, Health Education

**RSE** – Relationships and Sex Education

**RHE** – Relationships and Health Education

**RSHE** – Relationships, Sex and Health Education (this is the acronym used most throughout the doc)

**Please note, you may come across the acronym SRE (Sex and Relationships Education) in other guidance. As a church school, relationships are central to our teaching and therefore we will refer to it as RSE.**

## Our School Vision and Associated Values

Altrincham Church of England Primary School strives to provide a happy, safe, caring community rooted in Christian values. Everyone's dignity is respected; we love to learn and seek every opportunity to support and serve one another, as we grow together in the hope of our full potential. (John 10:10 – I came so that they may have life – life in all its fullness).

Our mission statement and values underpin our Christian ethos and are demonstrated in the behaviours and attitudes of everyone at our school. Children and adults try their best at all times and strive towards our mission statement and 4 core values:



Our Mission Statement and Values Framework, RE and PSHE curriculum run strongly throughout our planned and incidental curriculum and provide opportunities for our pupils to develop awe and wonder in themselves as individuals, an understanding of their place in the world and a strong appreciation of the achievements and contributions of others.

## Curriculum Intent Statement

At Altrincham CE Primary School, we want our pupils to be engaged, confident, curious and excited to learn. In turn, pupils will retain knowledge, make links in their learning to deepen understanding and will achieve well in all areas of the curriculum. Our curriculum has been designed to enable our children to be:

- Resilient
- Independent
- Risk takers
- Thinkers, learners and problem solvers (metacognition)

**Our curriculum will enable all our children to:**

- **achieve well in all areas of the curriculum and close the disadvantage gap;**
- **secure knowledge and understanding and experience a wide breadth of study, across all areas of the curriculum, that is embedded in long term memory;**
- **develop a rich vocabulary that they are able to confidently use in their speaking, listening, reading and writing;**
- **grow a strong sense of faith, spirituality and social conscience**
- **nurture a love and value of reading beyond the reading scheme**
- **foster a passion and excitement for learning**

### **RSE Policy Vision**

The greatest commandments Jesus taught were **to love God and to love your neighbour**. Within these commandments is the foundation of the Christian view of relationships. **At Altrincham Church of England School our relationship education seeks to live out this command and explore how we can ‘love our neighbour’ through what we say and do.** Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

### **Purpose (the reason it is taught)**

At Altrincham C of E School, we believe that effective Relationship and Sex Education (RSE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. Relationships and Sex Education will reflect the values of our Church school ethos, PSHE and Citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school PSHE is delivered through the Jigsaw PSHE scheme.

## Aims (desired outcomes)

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions. This should take place with consideration of the qualities of relationships within families. The objectives of Relationship and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled. **Make and act on informed decisions.**
- To clarify/reinforce existing knowledge; **Explore issues related to living in a democratic society**
- To raise pupils' self-esteem and confidence, especially in their relationships with others; **Relationships**
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives; **Be an active partner in their own learning**
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities; **Have a sense of Purpose**
- To provide the confidence to be participating members of society and; **Work with others; Be active citizens within the local community**
- To help gain access to information and support; **Respond to challenge**
- To develop skills for a healthier safer lifestyle; **Value themselves and others**
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media; **Communicate effectively.**
- To respect and care for their bodies; **Become healthy and fulfilled individuals**
- To be prepared for puberty and adulthood; **Become healthy and fulfilled individuals**

## A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

We undertake the following principles in the Church of England Education Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education<sup>1</sup> (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)*  
*I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

At Altrincham CE Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

**We commit:**

**1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

**2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

**3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act9 and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

**4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

**5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

**6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

**7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

**8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- **Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and**
- **Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

## Statutory Relationships and Health Education: RSE and statutory duties in school

From September 2020, Relationships and Health Education for primary pupils will become compulsory. (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE 2019.

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 wellbeing (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.” DfE Guidance p.11

## PSHE

At Altrincham CE Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. However, staff are not limited to using Jigsaw Resources and may choose to supplement their teaching from resources such as from *Goodness & Mercy* which is a selection of RSHE resources written primarily for Church of England schools.

The overview of the Jigsaw programme can be seen on the school website.

This also supports the “Personal Development “and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at Altrincham CE Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## What do we teach when and who teaches it?

### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
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<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Altrincham CE Primary School we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

**Assemblies and collective worship, praise and reward systems, Learning Charter, through relationships child to child, adult to child and adult to adult across the school.**

**We aim to 'live' what is learnt and apply it to everyday situations in the school community.**

Class teachers deliver the weekly lessons to their own classes.

### **Definition of Relationships and Sex Education**

**'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'** (Sex Education Forum, 1999.)

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.

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.



The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps 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.

## **Health Education**

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

**Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.**

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw E.g. Emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **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 in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

**We define Sex Education as the provision of information about bodily development, sex, sexuality, and relationships, along with skills-building to help young people communicate about and make informed decisions regarding sex and their sexual health.**

Sex education should occur throughout a pupil's education at primary school, with information appropriate to pupils' development and cultural background. It should include information about puberty and reproduction/conception, relationships, body image, gender identity and sexual orientation. It should be taught by trained teachers. Sex education should be informed by evidence of what works best to prevent unintended pregnancy and sexually transmitted infections, but it should also respect young people's right to complete and honest information. Sex education should treat sexual development as a normal, natural part of human development (Adapted from [advocatesforyouth.org](http://advocatesforyouth.org))

We intend to teach this as part of our PSHE lessons for the main, although some content will also form part of our Science lessons, which are statutory for all children.

At Atrinham CE Primary School, we believe children should understand the facts about human reproduction before they leave primary school so that they

- **Can make informed decisions about their own bodies;**
- **Can keep themselves safe and healthy;**
- **Can understand changes to their own bodies during puberty**

### **Compulsory aspects of RSE**

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

**Parents do not have the right to withdraw their child/children from statutory coverage.**

The National Curriculum Science Curriculum coverage is as follows:

**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**

**Year 2 • Explore and compare the differences between things that are living, dead, and things that have never been alive; • Notice that animals, including humans, have offspring which grow into adults;**

**Year 5 • 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**

**Year 6 • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.**

**All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 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)**

The Learning and Skills Act (2000) require that state-funded schools ensure that within Relationships and 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, contraception, safer sex and abortion.

**What specific Relationships and Sex Education learning intentions are taught at Altrincham CE Primary School in each year group?**

The grid below shows specific RSE learning intentions for each year group in the Jigsaw ‘Changing Me’ Puzzle. Content indicated by \* is the only aspect of the RSE curriculum that parents/carers may withdraw their child from. All other aspects are statutory.

<b>Year Group</b>	<b>Puzzle Piece Number and Name</b>	<b>Learning Aims</b>
1	<i>Changing Me</i> Pieces entitled: Life Cycles, Changing Me, My Changing Body, Boys’ and Girls’ Bodies, Learning and Growing, Coping with Changes	Children learn to respect their bodies and identify those parts which are private.
2	<i>Changing Me</i> Pieces entitled: Life Cycles in Nature, Growing from Young to Old, The Changing Me, Boys’ and Girls’ Bodies, Assertiveness, Looking Ahead	The differences between boys and girls are explored and children have the opportunity to express their thoughts about their gender.
3	<i>Changing Me</i> Pieces entitled: How Babies Grow, Babies, Family Stereotypes, Looking Ahead	Jigsaw content for Year 3 includes learning about puberty. After consultation, we decided to move these lessons from Year 3 to Year 4, so there are fewer pieces to cover here. The content included here about babies is also part of statutory Key Stage 2 science content.
4	<i>Changing Me</i> Pieces entitled: Outside Body Changes, Inside Body Changes (both moved from Year 3 Jigsaw content); Circles of Change, Accepting Change, Looking Ahead	The pieces about body changes help children begin learn what to expect during puberty. More detailed information about puberty and having a baby have been moved to Year 5.
5	<i>Changing Me</i> Pieces entitled: Unique Me, Having a Baby, Girls and Puberty (both from Year 4 Jigsaw content); Self and Body Image, Looking Ahead (1 and 2)	The content in these puzzles is in line with DfE guidance that children should be fully prepared for the changes that occur during puberty before they happen to them, and that, before leaving primary school, children know how babies are born are conceived. These lessons support and contextualise statutory science lessons on life cycles and reproduction. The content we cover in Year 5 provides a foundation for more detailed content from Jigsaw, which has been moved to Year 6.
6	<i>Changing Me</i> Pieces entitled: Unique Me (Year 5 content), My Self Image, Puberty (including Year 5 content), Babies:	As with Year 5 content, the Year 6 lessons are in line with DfE guidance and support science curriculum learning. As a church school, we feel it is important to cover the life process of reproduction as more than a

	Conception to Birth*, Boyfriends and Girlfriends, Real Self and Ideal Self, The Year Ahead	physical process, helping children develop a sense of control and an understanding of values, rights and personal beliefs that govern choices.
	<i>During the second half of the summer term, Jigsaw PSHE lessons are taught in whole year groups rather than classes. Content is covered within each year according to the lessons (pieces) outlined above, and not on the rolling programme of covering content from alternate years that we currently use for Jigsaw to encompass our class structure.</i>	

### Parents’ right to request their child be excused from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Altrincham CE Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g. Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Year 6, Lesson 4 (Conception, birth). The school will inform parents of this right by letter before the unit is delivered.

There is no right to withdraw from Relationships Education or Health Education which includes teaching children about changes to their bodies, menstruation and puberty. Please note that Relationships and Sex Education topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

### Working with parents and carers

The government guidance on RSE (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. At Altrincham CE primary School, we wish to build a positive and supporting relationship with our parents through mutual understanding, trust and cooperation. The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw Sex and Relationship programme. Parents and carers are given the opportunity to find out about and discuss the Jigsaw Sex and Relationships programme through:

**Parents’/carers’ information meetings, Information on the website, leaflets and displays, policy consultation.**

We aim to respond sensitively to any comments or questions should they arise.

### Links to other policies and curriculum areas

We recognise the clear link between the Jigsaw Relationships and Sex programme and the following policies. Staff are aware of the need to refer to these policies when appropriate.

- **Science curriculum**
- **PSHE Policy**
- **Equal Opportunities Policy**
- **Child Protection Policy**
- **Behaviour Policy**
- **E-Safety Policy**

### **Monitoring and Review and Training**

Monitoring is the responsibility of the Head teacher, RSE Lead and Curriculum and Resources Committee. The Senior Leadership Team will assess the effectiveness of the aims, content and methods in promoting pupils' learning through:

**Planning scrutiny, Learning Walks / Observations, questionnaires to teachers and children and feedback from parents.**

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

The Curriculum and Resources Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Pupils are given the chance to reflect on the Jigsaw PSHE programme including the Relationships and Sex Education section through regular pupil voice and discussion with Governors and the RSE Lead. The School Council meet regularly to evaluate all aspects of the school curriculum.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. Parents will be notified of any change to the policy.

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

### **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 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.** Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. All staff involved in teaching PSHE through the use of the Jigsaw programme will be involved in the teaching of RSE.

## Pupils

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

## Equality

This policy will inform the school's Equalities Plan. The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics... At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum". This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue.

The Church of England document "Valuing all God's Children", 2019, states: "Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts: "Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1) "Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6).

At Altrincham CE Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. For

further explanation, as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

### **Confidentiality and Child Protection Issues**

PSHE and RSE lessons lend themselves to reflection and by their very nature will elicit children's responses. If any person believes that a child is at risk or in danger, she/he talks to the named Designated Senior Lead for Child Protection (Mrs Kirsty Chrysler) or her Deputies (Miss Janet Gregory, Mrs Sue Watkins, Mrs Victoria Walsh) who will take action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

### **Dealing with Difficult Questions/Situations**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We may feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns, which will be referred to families to discuss with their child/ren.

### **Policy Review**

This policy is reviewed annually. Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to PSHE