

South End Junior School	Page 1 of 6
	Issued: Spring 2025
Relationship and Sex Education Policy	Review date: Spring 2026
	Supersedes: Summer 2024
Approved by	FULL GOVERNING BODY/L-&M COMMITTEE/HEADTEACHER

Relationships and Sex Education: Policy and Procedure

What is Relationships and Sex Education (RSE)?

“Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of Sex, Sexuality and Sexual health. It is not about the promotion of Sexual orientation or Sexual activity.” (DFE July 2000)

RSE is about the emotional, social and cultural development in pupils, and involves them learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not the promotion of sexual activity.

RSE develops pupils' physical, moral and emotional understanding. The aim of RSE is to provide children with information appropriate to their age; to explore attitudes and values; and develop social skills in order to empower them to make positive decisions about their health and well-being.

We have adapted the commonly referred to SRE term to be RSE as we firmly believe effective education should focus on the importance of healthy relationships before Sex.

Aims of Relationships and Sex Education

All pupils need to understand the importance of respectful relationships so to be prepared for adolescence and adulthood. This journey begins from the day a child is born: our children learn about Sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening.

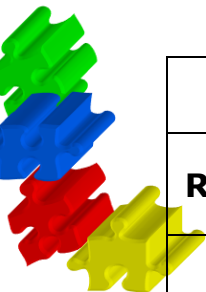
Section 2.1 of the National Curriculum framework (DfE, 2013) states, 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

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

Why is Relationships and Sex Education in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. The PSHE Association states RSE is *essential* for the following reasons:

- 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.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain 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



South End Junior School	Page 2 of 6
	Issued: Spring 2025
Relationship and Sex Education Policy	Review date: Spring 2026
	Supersedes: Summer 2024
Approved by	FULL GOVERNING BODY/L&M COMMITTEE/HEADTEACHER

challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

(PSHE Association, March 2017)

RSE and statutory duties in school

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). Relationships Education has been compulsory for all primary schools to teach since September 2020 (DFE 2019, Gov.uk). The Department of Education (DfE) says 'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools' and 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

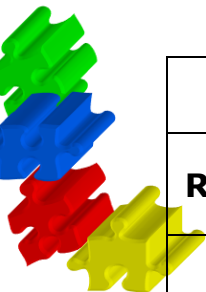
- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Academies do not have to provide RSE but must also have regard to Secretary of State's guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014). The primary sex education aspect will focus on: preparing boys and girls for the changes that adolescence brings through puberty and how a baby is conceived and born.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

The role of the headteacher

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE 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.



South End Junior School	Page 3 of 6
	Issued: Spring 2025
Relationship and Sex Education Policy	Review date: Spring 2026
	Supersedes: Summer 2024
Approved by	FULL GOVERNING BODY/L&M COMMITTEE/HEADTEACHER

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Relationships and Sex Education in the context of the National Curriculum

Legal requirements

Our school has a statutory duty to teach the following as part of the National Curriculum Science programme:

Key Stage 2

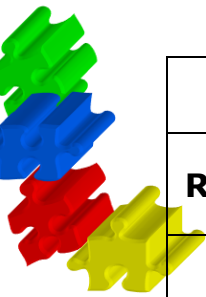
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring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

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

Jigsaw RSE Content

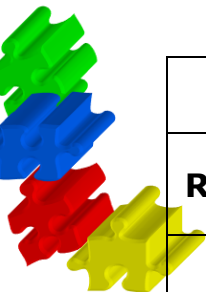
The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Year 3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
Year 4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby



South End Junior School	Page 4 of 6
	Issued: Spring 2025
Relationship and Sex Education Policy	Review date: Spring 2026
	Supersedes: Summer 2024
Approved by	FULL GOVERNING BODY/L&M COMMITTEE/HEADTEACHER

		<p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Piece 3 Girls and Puberty	<p>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</p>
		<p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
Year 5	Piece 2 Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p>
		<p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Piece 3 Puberty for Boys and Girls	<p>describe how boys' and girls' bodies change during puberty</p>
		<p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p>
		<p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
Year 6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p>
		<p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 3 Babies – Conception to Birth	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p>
	Piece 4 Boyfriends and Girlfriends	<p>recognise how I feel when I reflect on the development and birth of a baby</p> <p>understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p>
		<p>understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>



South End Junior School	Page 5 of 6
	Issued: Spring 2025
Relationship and Sex Education Policy	Review date: Spring 2026
	Supersedes: Summer 2024
Approved by	FULL GOVERNING BODY/L&M COMMITTEE/HEADTEACHER

Home-school partnership

We are 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 the latest National Curriculum, the government made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' (National Curriculum in England, DfE, 2013) and that 'Sex and relationship education (SRE) is an important part of PSHE education.' (Guidance – PSHE education, DfE, 2013). In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from Sex education in National Curriculum science)

Consulting Parents

Parents will be informed when aspects of RSE lessons will be taught, providing opportunities for parents to discuss the content of the lessons and to view resources being used. This information will be shared with plenty of notice, allowing parents/carers to ask any questions to the RSE coordinator or headteacher.

Parents have the right to withdraw their child from those aspects of RSE not included in the National Curriculum Science Programme. Should a parent choose to do so, they should communicate their wish in writing to the headteacher ahead of time. Alternative work will be set for such pupils. The DfE statutory guidance states 'parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE.'

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw RSE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw RSE programme through:

- * Parents'/carers' session

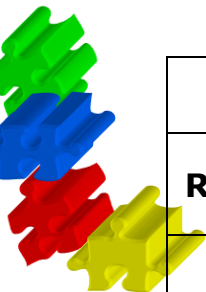
During this session, parents/carers are/will be able to ask questions about the delivery of the Jigsaw RSE programme, and they can also have a look at any of the resources being used throughout the unit.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Parents should communicate their wish in writing to the Headteacher. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.



South End Junior School	Page 6 of 6
	Issued: Spring 2025
Relationship and Sex Education Policy	Review date: Spring 2026
	Supersedes: Summer 2024
Approved by	FULL GOVERNING BODY/L-&M COMMITTEE/HEADTEACHER

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

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 (including online safety)
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single, parents families, LGBT+ parents, families headed by grandparents, adoptive parents and foster carers/parents, 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Use of visitors

External contributors from the community, e.g. health promotion specialists, school nurses, make a valuable contribution to the Jigsaw RSE programme. Their input will be carefully planned and monitored so as to fit into and complement the JIGSAW programme.

Teachers will always be present during these sessions and remain responsible for the delivery of the Jigsaw RSE programme.

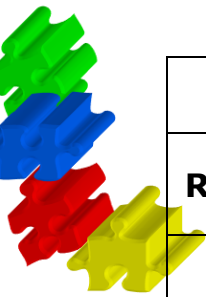
Children with special educational needs or disabilities

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

We will make sure that pupils learn about the topics outlined in an environment that is appropriate for them, for example in:

- A whole class setting
- Small groups or targeted sessions
- Digital formats

Careful consideration will be given as to the level of differentiation needed within these lessons.



South End Junior School	Page 7 of 6
	Issued: Spring 2025
Relationship and Sex Education Policy	Review date: Spring 2026
	Supersedes: Summer 2024
Approved by	FULL GOVERNING BODY/L&M COMMITTEE/HEADTEACHER

Child Protection / Confidentiality

Teachers need to be aware that effective RSE, 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 /Designated Safeguarding Lead in line with the Local Authority procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher, linked governor and teacher with responsibility for Relationships and Sex Education. The effectiveness of the RSE learning will be evaluated and changes implemented if required.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

Dissemination

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