



# **GWINEAR SCHOOL** **RELATIONSHIPS AND** **SEX EDUCATION** **POLICY**

Written: Feb 18 by H. Eustice (PSHE Lead) and L. Gardiner  
Headteacher)Reviewed: Feb 2020 by K. Austin (PSHE Lead)  
Feb 2022 by L GardinerAgreed with: SC Committee

Review Date: Feb 24

## Gwinear School

### Relationships, Sex and Health Education Policy

#### 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.

At Gwinear 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. Gwinear School considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity.

#### Statutory Relationships and Health Education

*"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

Here, at Gwinear 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.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [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).

At Gwinear School, we use *The Jigsaw Programme* to support learning and teaching in 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. In addition to the *Jigsaw* materials the school also uses channel 4/C4 Living and Growing videos and aspects of the Christopher Winters project materials to provide an holistic and rounded approach to the teaching of sex 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. *Jigsaw* supports our existing PSHE curriculum – see Gwinear PSHE themes below in blue.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Dreams and Goals  <b>Going For Goals</b>	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>Autumn 2:</b>	Celebrating Difference  <b>What's It Worth</b>	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Being Me in My World  <b>Be The Best You</b>	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Spring 2:</b>	Relationships  <b>Wide World</b>	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 1:</b>	Healthy Me  <b>Footprints</b>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 2:</b>	Changing Me  <b>Journeys</b>	Includes Relationships and Sex Education in the context of coping positively with change

## Aims and Objectives

The following aims compliment those of the Science curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support

- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

## Teaching and Learning including delivery of the Curriculum

We teach RSHE through different aspects of the curriculum and carry out the main RSHE teaching in our PSHE curriculum.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## Relationships Education

By the end of primary school, pupils will cover the following areas of relationship education:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe (in the context of all relationships; including how to recognise and report concerns or abuse)

## 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'.*

At Gwinear School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as the understanding of human reproduction.

*"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 Gwinear School, as puberty is taught as a statutory requirement of Health Education (also covered by 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 having a baby; conception and birth.

Parents have been informed of this right during the school consultation process and via the school newsletters. Class teachers also send out letters informing parents of this right before the units are taught.

## **Health Education**

Health Education in primary schools covers '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'. These themes are taught through Gwinear School's Vision and Aims; assemblies; circle times; discussion projects as well as through units of work.

Teaching children about puberty is now a statutory requirement which also sits within the Health Education part of the DfE guidance.

## **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

## **The Role of Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

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 RSHE policy and practice
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- The class teacher will consult KS2 parents in advance of specific RSHE lessons, allowing them to discuss the content of what is to be taught and giving them a chance to discuss any queries that may arise.

### **Parental Right to Withdraw**

Parents are always informed two weeks prior to the delivery of sex education and are given the opportunity to view the materials that the school uses to teach 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 RSHE. Before granting any such request the head teacher will discuss this with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Gwinear School will document this process and ensure a record is kept.

Parents do not have the right to withdraw their child from aspects of RSHE taught through the statutory science curriculum.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our RSHE policy
- Ensure the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **Advising Parents/Carers**

Parents/Carers will be advised about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

## **Language**

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

## **Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

## **Visiting speakers**

Any visiting speakers to the school should be familiar with the Governor's Policy on Relationships and Sex Education. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

## **Advising Parents/Carers**

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents

or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

### **Special Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

RSHE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

### **Monitoring and Evaluation**

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

### **Complaints Procedure**

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the Headteacher.