



Relationships & Sex Education Policy

February 2023

Knowle CE Primary Academy

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Our Academy Aims

Preparing Children for the Future

Be Healthy

We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.

Embrace Christian Values

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values

Stay Safe

We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.

Make a Positive Contribution

We aim to empower children to actively engage in the planning of their learning experiences, and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.

Enjoy and Achieve

We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.

Achieve Economic Well-being

We aim to empower each child to develop a positive attitude, become self-motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.

Learning for Life

Knowle CE Primary Academy

Relationships and Sex Education Policy

The person responsible for leading policy development is the Lead teacher for PSHE and Healthy Schools.

How this policy was developed

This policy was reviewed through a period of consultation with parents, staff and governors to ensure the policy complies with the new statutory guidance for September 2020. It should be read in conjunction with the academy's legal obligations, the latest DfE guidance - Relationships Education, Relationships and Sex Education and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019, Keeping Children Safe in Education Statutory guidance for schools and colleges September 2022, Behaviour and discipline in schools, Advice for headteachers and school staff January 2022 and the Equality Act 2010. This policy is available for parents to view on the school website, this includes the taught elements of Relationships and Sex Education (RSE), and parents are encouraged to talk to staff if they have any concerns.

Relationships and Sex Education Changes

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 (Sept 2020) for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary 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.

Statement of Aims

"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." (DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

Through our teaching of Relationships and Sex Education, our aims are to:

- To enable children to understand and respect their bodies, and be able to cope with the change's puberty brings, without fear or confusion
- To encourage children to develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower children to understand how to keep themselves physically safe and protect their mental wellbeing.

Moral and Values Framework

The following values are shared, owned and understood by our whole school community, including parents, governors, pupils, and staff. We have adopted St. Paul's analogy of 'The Fruit of the Spirit' which are our core Christian values and underpin the ethos of the school.

LOVE

Care for one another unconditionally.

JOY

Find joy not just in earthly things and not from triumphing over someone else, but rather through counting our blessings, growing an appreciative heart, and knowing how precious each of us is to God.

PEACE

Know that we are safe in God's hands no matter what may happen.

PATIENCE

Act with grace, forbearance and forgiveness.

KINDNESS

Show people that they matter and that they have value by giving time, listening, showing empathy and concern.

GOODNESS

Help others and stand up for others who cannot stand up for themselves.

FAITHFULNESS

Be trustworthy and reliable and trust in God.

GENTLENESS

Be considerate and understand how powerful we are and the damage we can do if that power is not under control.

SELF-CONTROL

Learning to be responsible for ourselves - and the importance of holding ourselves in check even in difficult situations.

Compulsory aspects of RSE

From September 2020, Relationships Education will become statutory in all primary schools in England. Relationships Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. In line with government guidance, it is recommended that age-appropriate Sex Education is also taught in all primary schools. However, it is compulsory for schools to teach the parts of Sex Education that fall under National Curriculum Science which must be taught to all pupils of primary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

The role of the Principal/PSHE Lead

It is the responsibility of the Principal to ensure that both staff and parents are informed about the Relationships and Sex Education Policy, and that the policy is implemented effectively. It is also the Principal'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 PSHE Lead ensures that all adults who work with children are aware of the school policy, and that they work within this framework. The PSHE Lead monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Curriculum and Collaborative Partnerships Committee of the Academy Trust Board monitors the Relationship and Sex Education Policy on a biannual basis. This committee reports its findings and recommendations to the Full Board, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments. The Academy Board Trust has adopted the 'JIGSAW' PSHE scheme which incorporates the content and delivery of the Relationships and Sex education programme that is taught at the academy.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice - including homophobia - and promote understanding and respect.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers

should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

The Church of England document '*Valuing all God's Children, 2017*' states:

"All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. 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)

At Knowle CE Primary Academy we aim to treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnic or national origin, disability, marital status or religious belief. The varying needs of children regarding RSE, depending upon their circumstances and background, will be reflected in the provision made for them. The school strongly believes that all children should have access to RSE that is relevant to their particular needs. It is recognised that children and staff may come from a variety of family situations and home backgrounds.

Programmes of RSE will be planned so that children with learning, emotional or behavioural difficulties or physical disabilities will also be able to understand their physical and emotional development at the appropriate developmental age thus enabling them to make positive decisions in their lives.

RSE in the Curriculum

The academy teaches RSE through the JIGSAW - Personal, Social and Health Education programme. The project was funded by the Solihull Clinical Commissioning Group through their local Transformation Fund. A new programme has been written to incorporate the changes in Relationships and Sex Education and the academy will use the new programme from September 2020. The programme has clearly planned RSE learning opportunities, across EYFS and Key Stages 1 and 2 designed in a sensitive, spiral, age-appropriate curriculum. It has lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. Clear objectives and outcomes are identified within planning to secure the development of personal skills, knowledge and understanding and the exploration of attitudes and values pertinent to RSE. We are aware that RSE is not fully contained within PSHE. Other subjects, along with the pastoral care, and the positive ethos of the school, make a valuable contribution to the learning of our pupils. The academy ensures the RSE complement existing National Curriculum subjects and whole school approaches to wellbeing and health.

Jigsaw RSE content

What must primary schools teach in Relationships Education and Sex Education and how does this fit into the PSHE curriculum?

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019 Relationships Education, Relationships and Sex Education and Health Education):

Relationships Education

Families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Health Education

Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs alcohol and tobacco, health and prevention, basic first aid and **changing adolescent body (Sex Education)**.

This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. However, although not statutory, the DfE continues to recommend that all primary schools should have a Sex Education programme which is included in the Jigsaw programme.

The information below shows specific Sex Education learning intentions for each year group in the Jigsaw 'Changing Me' Puzzle which is taught in the 2nd half of the Summer Term.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
2	Piece 4 Boys' and Girls' Bodies	respect my body and understand which parts are private recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl 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
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body	express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies

	Changes	<p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
4	Piece 4 Inside Body Changes	<p>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</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
	Piece 2 Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <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>
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>
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 Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>
	Piece 4 Babies - Conception to Birth	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
	Piece 5 Attraction	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

Working with Parents and Carers

The government guidance on RSE (DfE 2019) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until three terms before the child turns 16) from any school sex education taught outside National

Curriculum Science (Education Act 1996). The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals). Parents/carers should be made aware that sex education content can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. It should also be discussed that the academy has a *'responsibility to support every child's ongoing emotional and physical development effectively through the transition to secondary school. It 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.'* (DFE 2019)

Withdrawal from RSE lessons

Those parents/carers wishing to exercise this right to withdraw their child will be asked to follow the academy's pupil withdrawal protocol which asks parents/carers to have completed one of the options below.

1. Visit the school to look at the RSE resources with the Principal and/or PSHE Lead teacher and discuss their concerns.
2. Attend a parent/carers information session.
3. Speak to their child's class teacher about specific lessons and find out how they will be taught.

Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed.

Use of outside agencies

Delivery of formal RSE is the responsibility of all staff. However, we recognise that it is good practice to include outside agencies in the delivery where appropriate to enhance the learning experience for our children. This can include any supporting agencies deemed appropriate who support our values framework and confidentiality protocols.

Confidentiality

All schools are required by the Education and Inspections Act 2006 to 'promote the well-being of pupils at the school'. We are committed to the well-being of our pupils.

In the classroom, the aim is to strike a balance between helping pupils to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare.

Effective teaching and learning in PSHE / RSE actively encourages children to share thoughts and voice opinions, so it is important to establish boundaries and clarify at the outset what will happen to any personal information they might disclose in the classroom.

Within school, the following protocol must be followed:

- Everyone has the right to be listened to and supported.
- Staff only talk in a professional manner about pupils and their families
- Information is shared on a strict need to know basis where the best interests of that person are central
- Consent to share will always be sought
- School staff can never offer unconditional confidentiality; this needs to be clearly understood from the outset
- Potential safeguarding issues are treated seriously and LSCB procedures are invoked accordingly and appropriately
- Visitors and other agencies working with the children will adhere to the confidentiality guidance outlined to them as they arrive at the school.

The Jigsaw Charter

Ground rules through the Jigsaw Charter will always be established by teachers to create a 'safe environment' in which children do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. These ground rules are:

- No one will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a factual and age appropriate way.
- Distancing techniques will be used to help teachers to avoid embarrassment and protect pupils' privacy by depersonalising discussions.
- Difficult or explicit questions do not have to be answered directly but may be answered individually later, at a prearranged time, with honesty and due regard for the age and maturity of the child as well as being within the school's agreed framework of values.

Answering difficult questions

In answering questions, all staff must respond within the agreed values framework as outlined above. Ground rules, negotiated and agreed with pupils at the outset, should ensure that a climate of trust is created with clear boundaries, thus ensuring that personal questions are not asked by pupils or by staff.

Appropriate Language

1. In Year 1, children will be taught about the main parts of the body, including the private body parts, the agreed words that are to be used exclusively and throughout the school are: *penis, vagina, testicles, breasts and nipples*.
In Year 3, children will be taught terminology such as, *womb, pubic hair, sperm, ovaries, egg*.
In Year 4, children will learn the term *menstruation*.
In Year 5, children will be taught terminology such as, *conception, sexual intercourse, IVF*.
In Year 6, children will be taught terminology such as, *labour, placenta, umbilical cord, contractions, cervix, vaginal opening, embryo, foetus, midwife, fallopian tubes*.
2. Staff will not correct children in their use of other language for private body parts unless deemed inappropriate, however if staff are referring to private body parts the correct language will always be used.

Roles and Responsibilities

All groups who make up the school community have rights and responsibilities regarding RSE.

The Principal is the Designated Safeguarding Lead (DSL)

The PSHE Lead teacher will maintain an overview of RSE provision and have overall responsibility for its development. This may include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

All teachers are involved in the academy's provision and have a responsibility to deliver quality RSE within the planned provision and which meets the daily needs of the children. Teachers have been consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice and access to appropriate training where necessary.

Teaching support staff are highly valued members of the school community and as such have a responsibility to work within the agreed guidelines, policy and values that have been shared with them.

Children have an entitlement to quality RSE appropriate to age and circumstance. They will be actively consulted about their RSE needs and their views will be central to developing provision. Children have a responsibility to work within agreed ground rules and values.

Resources

Resources are clearly identified within the JIGSAW PSHE programme. They are selected in accordance with being:

- ✓ in line with our moral and values framework
- ✓ up to date
- ✓ non-discriminatory
- ✓ promoted by the Local Authority

Any other video resources that may be used and are not highlighted will have been approved by the Academy Trust Board, which includes representatives from the Diocese and Knowle Parish Church.

Monitoring, assessment, evaluation and review

Teaching and learning in RSE will be monitored through pupil discussions and assessments. Children, their parents/carers and staff will together be involved in the regular evaluation of the JIGSAW PSHE programme including RSE and this will inform future practice.

Review date: February 2025