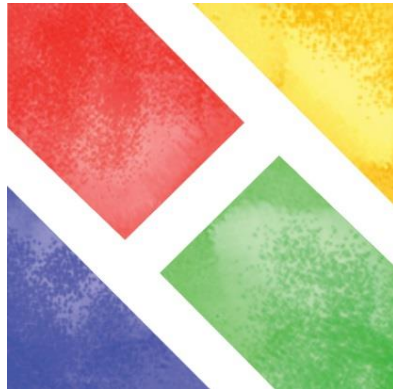


Henleaze Junior School



Relationships and Sex Education Policy

Review

Review Cycle	Last reviewed:	Next review:
Annual	Term 4, 2024	Term 4, 2025



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Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding, we will consider our duties under the Equalities Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Safeguarding statement

Henleaze Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, in accordance with the school's Safeguarding Policy.



1. Aims

- 1.1. Henleaze Junior School is committed to the teaching of Relationships and Sex Education (RSE). It will be taught as part of our Science and Personal Social, Health Education (PSHE) curriculum.
- 1.2. The aim of the Relationships and Sex Education Policy is to clarify the content and the manner in which relationships and sex education is delivered in this school.

2. Legal Framework

- 1.1. From September 2021, Relationships Education and Health Education are statutory in all state funded primary schools. Additionally, Sex Education is statutory in secondary schools. Sex Education remains optional in primary schools.
- 1.2. This policy describes the school's approach to teaching about relationships and sex, in accordance with statutory guidelines published by DfE in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).
- 1.3. Under the legal framework, parents have the right to request that their child be withdrawn from Sex Education lessons. There is no right of withdrawal from Relationships Education or Health Education.

3. Moral and values framework

- 3.1. The RSE programme will reflect the school ethos and demonstrate and encourage the following values:
 - Respect for self;
 - Respect for others;
 - Responsibility for their own action;
 - Responsibility for their family, friends, school and wider community.
- 3.2. The sex education programme will:
 - Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
 - Include the development of communication, personal and social skills;
 - Encourage the exploration, clarification and awareness of values and attitudes;
 - Put forward factual knowledge and encourage the exploration of facts



3.3. RSE will be taught in the wider context of healthy relationships:

- Feelings- things which make me happy, sad, embarrassed, scared;
- Dealing with difficult situations - teasing and bullying;
- Family trees;
- Keeping healthy, exercise and diet;
- Friendships- who our friends are, and how we make and lose friends;
- Making decisions- influences on me and peer group pressure;
- Keeping safe;
- Lifestyles in the class and community- differences in others and how we feel about differences.
- Feelings about the future- changing schools, adolescence.
- Families and how they behave- what members expect of each other.
- Celebrations of birth, puberty, marriage and death in different cultures.
- Sexuality- what it is and what words describe it.
- Things that go into my body that help and things that harm.
- Messages about health and sexuality from the media and internet.

4. A sequence for teaching relationships and sex education (RSE)

4.1. All year groups will be using the Jigsaw PSHE scheme of work. The RSE is taught through the 'Relationships' and 'Changing Me' units in Term 5 and 6. Each year group will be taught appropriately to their age and development stage.

4.2. There follows an outline of each year's curriculum and a list of specific RSE learning intentions for each lesson:

- **Year 3** How babies grow and how boys' and girls' bodies change as they grow older
- **Year 4** Internal and external reproductive body parts, body changes in girls and menstruation
- **Year 5** Puberty for boys and girls, and conception
- **Year 6** Puberty for boys and girls and understanding of conception to birth of a baby

5. Consultation process

5.1. The Relationships and Sex Education Policy has been written in consultation with teaching staff, head teacher and governors.



5.2. There are various people who can resource and support school based relationships and sex education. These people may include parents, the school nurse, religious or health professionals, charitable organisations or other external agencies.

6. Monitoring and evaluation

6.1. The policy will be reviewed by the staff and governing body in line with the schools' development plan using a consultative process which identifies teachers', pupils and parents' feedback on the relationships and sex education programme.

7. Delivery

- Within the PSHE framework;
- Within topics;
- Through planned aspects of science;
- Through occasional visits from the school nurse and parents;
- Through stories, circle time and discussion.

8. Teaching methods

8.1. Single gender groups will be used if deemed appropriate and relevant. Due consideration will be given to respecting children's innocence and preventing embarrassment between siblings; particularly those of the opposite sex.

8.2. Due consideration will be given to sensitivities relating to gender dysphoria or gender fluidity on a case by case basis, such that the wishes of children and parents are taken into consideration when discussing gender or organising groups for teaching.

9. Evaluation of the programme

9.1. Elements of relationships and sex education in the science curriculum will be assessed formally. A variety of informal evaluation techniques will be used to assess the effectiveness of the programme, e.g. discussion and feedback from pupils.



10. Working with parents

- 10.1. The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from any part of sex education that is outside the compulsory elements of sex education contained in the Science National Curriculum.
- 10.2. Parents will be informed by letter in advance of the delivery of the relationships and sex education programme. They are advised to contact their child's class teacher if they have any questions or wish to view the teaching resources. He/she will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. Following this, parents may choose to withdraw their child from the sex education lessons. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed in writing.
- 10.3. Parents who wish to follow up the relationships and sex education programme at home may refer to the Jigsaw "[Guide for Parents and Carers on Sex and Relationships Education](#)", which can be found on the school's website. The school will endeavour to support those parents who find it difficult to talk to their children about relationships and sex.

11. Answering difficult questions

- 11.1. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skills and discretion in these situations and refer to the head teacher if they are concerned. We will answer questions related to the subject matter of the lessons, but in the case of other questions we may advise children that their parents would be the best people to ask. For example: If a child asks a question about something which is not covered by the jigsaw plans – such as contraception – our response will be "That's something to ask your parents or carers about, and it will be covered in secondary school."



Appendix A

Jigsaw Lesson content

Relationships unit Y3 to Y6

Year 3	'Pupils will be able to...'
Lesson 1 Family Roles and Responsibilities	identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females describe how taking some responsibility in their family makes them feel
Lesson 2 Friendships	identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener know how to negotiate in conflict situations to try to find a win-win solution
Lesson 3 Keeping myself safe	know and use some strategies for keeping themselves safe know who to ask for help if they are worried or concerned
Lesson 4 Being a Global Citizen 1	explain how some of the actions and work of people around the world help and influence their lives show an awareness of how this could affect their choices
Lesson 5 Being a Global Citizen 2	understand how their needs and rights are shared by children around the world and can identify how their lives may be different empathise with children whose lives are different to theirs and appreciate what they may learn from them
Lesson 6 Celebrating my web of relationships	know how to express their appreciation to their friends and family enjoy being part of a family and friendship groups



Year 4	'Pupils will be able to'
Lesson 1 Relationship web	<p>identify the web of relationships that they are part of, starting from those closest to them and including those more distant</p> <p>know how it feels to belong to a range of different relationships and can identify what they contribute to each of them</p>
Lesson 2 Love and loss	<p>identify someone they love and can express why they are special to them</p> <p>know how most people feel when they lose someone or something they love</p>
Lesson 3 Memories	<p>tell you about someone they know that they no longer see</p> <p>understand that we can remember people even if we no longer see them</p>
Lesson 4 Are animals special?	<p>explain different points of view on an animal rights issue</p> <p>express their own opinions and feelings on this</p>
Lesson 5 Special pets	<p>understand how people feel when they love a special pet</p> <p>understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet</p>
Lesson 6 Celebrating my relationships with people and animals	<p>know how to show love and appreciation to the people and animals who are special to them</p> <p>love and be loved</p>



Year 5	'Pupils will be able to'
Lesson 1 Recognising me	<p>have an accurate picture of who they are as people in terms of their characteristics and personal qualities</p> <p>know how to keep building their own self esteem</p>
Lesson 2 Getting on and Falling out	<p>recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends</p> <p>know how to stand up for themselves and how to negotiate and compromise</p>
Lesson 3 Girlfriends and Boyfriends	<p>understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean</p> <p>understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend</p>
Lesson 4 Girlfriends and Boyfriends	<p>understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean</p> <p>recognise the feeling of jealousy, where it comes from and how to manage it</p>
Lesson 5 Relationships and technology	<p>understand how to stay safe when using technology to communicate with their friends</p> <p>recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p>
Lesson 6 Relationships and technology	<p>explain how to stay safe when using technology to communicate with their friends</p> <p>recognise and resist pressures to use technology in ways that may be risky or may cause harm to themselves or others</p>



Year 6	'Pupils will be able to'
Lesson 1 My Relationships Web	<p>identify the most significant people to be in their life so far</p> <p>understand how it feels to have people in their life that are special to them</p>
Lesson 2 Love and Loss 1	<p>know some of the feelings we can have when someone dies or leaves</p> <p>use some strategies to manage feelings associated with loss and can help other people to do so</p>
Lesson 3 Love and Loss 2	<p>understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>recognise when they are feeling those emotions and have strategies to manage them</p>
Lesson 4 Power and Control	<p>recognise when people are trying to gain power or control</p> <p>demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p>
Lesson 5 Being safe with technology 1	<p>understand how technology can be used to try to gain power or control and use strategies to prevent this from happening</p> <p>take responsibility for their own safety and well-being</p>
Lesson 6 Being safe with technology 2	<p>use technology positively and safely to communicate with their friends and family</p> <p>take responsibility for their own safety and well-being</p>



Changing Me unit Y3- Y6

Year 3	'Pupils will be able to...'
Lesson 1 How Babies Grow	<p>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</p> <p>express how they feel when they see babies or baby animals</p>
Lesson 2 Babies	<p>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>express how they might feel if they had a new baby in the family</p>
Lesson 3 Outside Body Changes	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how they feel about these changes happening to them and know how to cope with those feelings</p>
Lesson 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 they feel about these changes happening to them and how to cope with these feelings</p>



Year 4	'Pupils will be able to...'
Lesson 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how they feel about having children when they are adults
Lesson 3 Girls and Puberty	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 know that they have strategies to help them cope with the physical and emotional changes they will experience during puberty

Year 5	'Pupils will be able to...'
Lesson 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for them
Lesson 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how they feel about the changes that will happen to them during puberty
Lesson 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways



Year 6	'Pupils will be able to...'
Lesson 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally express how they feel about the changes that will happen to them during puberty
Lesson 3 Girl Talk/Boy Talk	ask the questions they need answered about changes during puberty reflect on how they feel about asking the questions and about the answers they receive
Lesson 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how they feel when they reflect on the development and birth of a baby
Lesson 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how they feel about the growing independence of becoming a teenager and be confident that they can cope with this

Lessons in bold type contain sex education content which is not statutory.

