



Vane Road Primary School

Relationships and Sex Education Policy

Adopted July 2020 Reviewed: July 2025 Next review: July 2026

Signed by Chair of Governors:

Key Contact: Miss Gemma Sim

Amendment tracker

Date	Change and comments	Location
July 2023	No changes	
February 2025	2 nd Parent consultation No changes	

Related Policies:

- Science Policy
- Positive Relationships Policy
- Curriculum Policy
- Child Protection Policy
- Visitors Policy

Rights Respecting

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. This Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'

Article 3 (Best interests of the child) The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children.

Article 28 (Right to education) All children have the right to a good primary education.

Article 29 (Goals of education) Children's education should develop each child's personality, talents and abilities to the full.

This Policy

1. At Vane Road we strive to foster a life-long love of learning, through adopting a highly practical, interactive and cross-curricular approach to learning. We aim to deliver a curriculum which will equip our children with the skills required to be an independent and responsible twenty first century citizen.

Values

2. Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
3. The children are at the heart of our school, at the centre of all learning, where we strive to develop the whole child through personalised learning;
4. Every individual is part of our Community, therefore we promote and develop the skills necessary to be an active, responsible citizen;
5. We provide a safe, enjoyable learning environment that promotes positive behaviour;
6. We promote British Values in all aspects of school life;
7. We have high expectations - our dedicated team are committed to ensuring our children achieve their full potential academically, socially and emotionally;
8. All our staff have current knowledge and training to ensure effective practice;
9. We promote equality for all within a mutually respectful environment;
10. Learning is a life long journey and we provide learning opportunities for all, at all stages of this journey;
11. We promote an open line of communication so that parents and carers can take an active role in their child's school life.

12. Aims

The aims of relationships and sex education (RSE) at our school are to:

- 12.1 Provide a framework in which sensitive discussions can take place
- 12.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 12.3 Help pupils develop feelings of self-respect, confidence and empathy
- 12.4 Create a positive culture around issues of sexuality and relationships
- 12.5 Teach pupils the correct vocabulary to describe themselves and their bodies
- 12.6 To help children learn that the one thing that makes us all the same is that we are different
- 12.7 To support tolerance and understanding within the school and wider community.

13 Statutory requirements

- 13.1 As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- 13.2 However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
- 13.3 In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- 13.4 At Vane Road Primary School, we teach RSE as set out in this policy.

14 Policy development

- 14.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
 - 14.1.1 Review – the Curriculum and Progress Committee pulled together all relevant information including relevant national and local guidance
 - 14.1.2 Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - 14.1.3 Parent/carer consultation – parents and any interested parties were invited to attend a meeting about the policy
 - 14.1.4 Ratification – once amendments were made, the policy was shared with the Full Governing Body and adopted

15 Definition

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

16 Curriculum

PSHE

At Vane Road 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. The overview of the 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.

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.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

- 16.1 We have developed the curriculum in consultation with parents/carers and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

17 What do we teach when and who teaches it?

18 Whole-school approach

19 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. 20

Term	Puzzle (Unit)	Content
Autumn 1:	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.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	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
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

20.1 Primary sex education will focus on:

20.1.1 Preparing boys and girls for the changes that adolescence brings

20.1.2 How a baby is conceived and born.

21 Delivery of RSE

- 21.1 At Vane Road Primary School our relationships and sexual education(RSE) is taught through our personal, social, health and economic (PSHE) programme. The Jigsaw programme (PSHE including RSE) is taught across school from Early Years to Year 6.
- 21.2 Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).
- 21.3 Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.
- 21.4 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- 21.5 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers 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).

22 Roles and responsibilities

22.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Head Teacher to account for its implementation.

22.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

22.3 Staff

22.3.1 Staff are responsible for:

22.3.1.1 Delivering RSE in a sensitive way

22.3.1.2 Modelling positive attitudes to RSE

22.3.1.3 Monitoring progress

22.3.1.4 Responding to the needs of individual pupils

22.3.1.5 Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

22.3.1.6 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 Head Teacher.

22.3.1.7 Mrs Gemma Sim is responsible for overseeing the RSE curriculum.

22.4 Pupils

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

19. Parents' right to withdraw

"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 Vane Road 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 3 (Conception, birth)

19.1 Parents do not have the right to withdraw their children from relationships education.

19.2 Parents have the right to withdraw their children from the [non-statutory/nonscience] components of sex education within RSE.

19.3 Requests for withdrawal should be put in writing and addressed to the Head Teacher

19.4 Alternative work will be given to pupils who are withdrawn from sex education.

20 Training

20.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

20.2 The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

21. Monitoring arrangements

21.1 The delivery of RSE is monitored by the Head Teacher through curriculum reviews

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

21.3 This policy will be reviewed by the Governing Body every three years.

22. Inclusion

Ethnic, Cultural and Religious Groups We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Executive Head Teacher. Before lessons which some groups may want to discuss, the content is highlighted in parental newsletters to allow for an opportunity of discussion and clarification.

22.1 Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Children with significant SEND needs are expected to understand the concepts of RSE at a 'stage appropriate' level and will be supported by specialist staff when appropriate.

22.2 Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships – no matter who that relationship is with. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. Such issues often occur outside of PSHCE lesson time, e.g. from texts children are reading or TV they may discuss. Teachers are aware that 'incidental' teaching is key in all aspects of RSE

23. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. Children are not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child is very serious and should be taken to indicate a risk of significant harm to the child.

Cases involving children should always be discussed with the nominated child protection lead. The curriculum is underpinned with key safeguarding elements throughout – teaching children about privacy, rights and responsibilities in relation to themselves and others.

Jigsaw PSHE supplementary 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



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed	
Respectful relationships	• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	

	• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.	
	• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	

Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
	• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity).	

	• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H31 the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me
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End of Guidance Appendix