



PARK PRIMARY ACADEMY

Relationship and Sex Education Policy

Last Reviewed: April 2025
Next Review: April 2026

Contents

1. Rationale
2. Introduction
3. Aims and Objectives
4. Delivery of PSHE
5. Content
6. Withdrawal from RSE lessons
7. Resources
8. Strategies for teaching
9. Parents
10. Confidentiality
11. Monitoring and Review

1. Rationale

Park Primary School aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of Park Primary School and the wider community. In doing so, our pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Our pupils learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Personal, Social, Health Education (PSHE) cannot and should not exist in isolation; it must be part of a whole-school approach. The relationship between PSHE education provision and school ethos is hugely important. An effective school ethos requires:

- Effective relationships between all members of the school community
- Pupils to play an active part in decision making
- School policies to be compatible with what is taught in PSHE education

(PSHE Association)

2. Introduction

This document is a statement of the aims, values and delivery of teaching and learning about relationships and sex education (RSE) at Park Primary School.

At Park Primary School we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions

- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals.

Our RSE policy links with other written policies including: Behaviour and Engagement, Confidentiality, Safeguarding (including on-line), Drugs and Alcohol Education, and Personal, Social, Health Education (PSHE).

It is based on the requirements of the National Curriculum (2014), and advice from the PSHE Association.

3. Aims and Objectives

The aims of our RSE is to help and support young people through their physical, emotional and moral development. Our programme is firmly rooted in the Personal, Social and Health Education (PSHE) framework of the National Curriculum and aims to help our children to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Relationships and sex education makes a valuable contribution to teaching and learning at Park and is based on the entitlement of each pupil to receive a broad, balanced and relevant curriculum. It also contributes to the promotion of the spiritual, moral, social, cultural, mental and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

4. Delivery of PSHE

Relationship and sex education will be taught specifically within PSHE, but also in Science.

Relationship education is core to our behaviour management and may therefore be appropriately addressed during assemblies and other curriculum activities during the school day.

Any additional RSE issues that may arise within a class/year group can be addressed in consultation with a member of SLT.

RSE will be taught to all pupils in their usual class groups although, at certain times, at the discretion of the class teacher, in consultation with a member of SLT and where needed, pupils may be taught in single-gender groups.

There may be opportunities for RSE to be supported by appropriate outside agencies e.g. school nurse. Any visitors will be given clear guidance on the content they will be delivering as well as being made aware of our safeguarding policy.

5. Content

RSE will be in conjunction with the Science National Curriculum (2014) which is compulsory for all pupils.

The Jigsaw scheme of work covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle Name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off-line).
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change.

The curriculum overview of RSE includes three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

The grid below shows specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

- | | |
|-------|---|
| 9-10 | Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change. |
| 10-11 | Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting. |

6. Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the Head of School who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

7. Resources

Our main resources for our RSE programme are:

- Jigsaw scheme of work.
- Additional resources which have been highly recommended by outside agencies which supports the ethos of Park.

8. Strategies for Teaching

We aspire to give all our pupils good and outstanding teaching at all times. As part of our usual teaching and learning process we always ensure a safe and appropriate learning environment but particularly with RSE, teachers will:

- Reinforce class learning agreement used for circle time/PSHE lessons with additional rules which are outlined in the teachers' guidance folder.
- Ensure no personal cases or information is used about individuals (pupil/adult).
- Pupils' questions will be answered honestly, openly and in an age-appropriate way, in small groups or whole class, although teachers may choose not to answer particular questions and may also choose to postpone a response until they have considered the implications of their response.
- Teaching techniques may also include discussions, small group and project learning, as well as include opportunities for pupils to reflect on their learning.

9. Parents

The government guidance on Relationships, Sex Education and Health Education (DfE, 2020) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE etc. and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Our teaching of RSE is age appropriate in an atmosphere of mutual trust and based on good practice. However uncomfortable adults may feel, children and young people grow up in a very sexualised society; the lyrics of many pop songs and accompanying films; stories in the media and the adult themes of many programmes on TV; playground conversations; adult-style clothing for sometimes very young children and the easy availability of adult and inappropriate materials on the internet, all add to pressures on children and young people.

10. Confidentiality

Pupils sometimes make a personal disclosure to a teacher, either individually or in a small group or class situation. Teachers may find that pupils tell them sensitive information about themselves, some of it about activities that are illegal such as the use of drugs by the pupils, their friends or family and disclosure might relate to under-age sexual activity or that they have been abused.

All parties – staff, pupils, parents and visitors – need to be clear about our school's rules on confidentiality and be aware of Local Safeguarding Children Policy guidelines on child protection.

If a primary age child who is sexually active, or is contemplating sexual activity, directly approaches a teacher or member of staff for advice, the school and its staff will always view this as a child protection issue. It will be dealt with according to the child protection procedures of the school.

11. Monitoring and Review

This policy will be monitored every year by the subject leader and identified SLT member. Teaching staff will be expected to feedback any potential improvements, comments or concerns about visitors, materials or gaps in provision as part of their professional duty of care.

Our usual patterns of teaching allow for assessment of learning and evaluation of resources through professional reflection, team meetings and discussions with the subject leader and SLT.