



# SAUNCEY WOOD PRIMARY SCHOOL

## Relationships and Sex Education Policy

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<b>Reviewed</b>	<b>March 2024</b>
<b>Ratified</b>	<b>March 2024</b>
<b>Next review date</b>	<b>March 2025</b>



## **Introduction**

This policy sets out Sauncey Wood Primary's approach to the content and organisation of Relationships, Health and Sex Education in accordance with the Department of Education's 2019 statutory guidance. The school is committed to the provision of RSE to all of its pupils in line with the Equality Act 2010 and our own equality policy (please see school website for more details). Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. The policy was produced in consultation with the Herts for Learning Lead Wellbeing Adviser, the governors, staff and parents of Sauncey Wood Primary and will be reviewed on a bi-annual basis, or sooner depending on changes to statutory information and guidance.

Other related policies and documents include the Equality Policy, how we teach Personal Development and Relationships Education at Sauncey Wood, Anti-Bullying Policy, and Child Protection Policy.

## **Rationale**

- To promote the spiritual, moral, cultural, mental and physical development of pupils at Sauncey Wood Primary School.
- To prepare children to participate fully in and make the most of the opportunities, responsibilities and experiences of later life and provide a foundation on which to build academic learning.

## **Definition of Relationships and Health Education.**

Relationships and Health education is about the emotional, social and cultural development of pupils, and involves learning about the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is about staying safe, respect, healthy lifestyles, diversity and personal identity. Relationships Education involves a combination of sharing information and exploring issues and values.

## **How is RSE and Health Education taught at Sauncey Wood Primary?**

Relationships and Health Education is an integral part of the curriculum and is taught as part of our broader curriculum, encompasses our values-based education, stand-alone PD sessions, workshops provided by outside agencies and enrichment days. All RSE lessons are taught by class teachers using the Jigsaw PSHE scheme of work.

We aim to:

- Develops pupil's knowledge, skills and confidence to make their own positive, healthy and safe choices in real life and online and enables them to understand the impact of various behaviours in both realms.
- Provides a framework in which pupils can safely take part in sensitive discussions
- Prepares pupils for puberty, gives them an understanding of sexual development and the importance of health and hygiene
- Helps pupils develop feelings of self-respect, confidence and empathy
- Creates a positive culture around positive relationships
- Teaches pupils the correct vocabulary to describe themselves and their bodies

## **Sex Education at Sauncey Wood Primary**

At Sauncey Wood Primary we believe that it is important for both boys and girls to be prepared for the changes that adolescence brings and to be physically and emotionally prepared and ready for the transition to secondary school. We therefore have a sex education programme which is tailored to the age and the physical and emotional maturity of our pupils.

From Reception, the children learn the correct names of male and female genitalia. In Year 6 children identify the links between love, committed relationships and conception. They learn about what sexual intercourse is and how this may be one part of an intimate relationship between consenting adults. In addition, the children are taught about human reproduction.

These lessons will be delivered by a familiar member of Sauncey Wood Primary staff. Parents/carers of Year 6 pupils will be informed of when these areas of learning are planned to be delivered to the children. Parents will be invited to view the specific content and resources in advance of the learning.

**All content around changes in adolescence, menstruation and sex education will be delivered sensitively and take into account the needs of all pupils, including those with SEND. The content and approach of the lesson will be differentiated appropriately. Sauncey Wood Primary understands the requirements and expectations of the statutory guidance in relation to subject content.**

### **Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child(ren) from Relationships Education. However, parents/carers do have a legal right to withdraw their child(ren) from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. Requests for withdrawal should be put in writing and addressed to the Headteacher.

### **Monitoring of RSE**

The delivery of RSE is monitored by the PD subject coordinator and SLT. Pupils' development in RSE is monitored by class teachers. Planned coverage is highlighted on the termly overviews within each year group and this highlights when the content is delivered. Teachers record when lessons have been taught and the assessment of the child's performance is recorded at the end of each academic year.

As well as this summative assessment, teachers also complete lesson feedback sheets (as part of agreed whole school policy) that shares more individualised formative assessment information.

This policy will be reviewed by the Subject Leader and SLT annually. At each review point, the policy will be approved by the governing board.

If you have any questions concerning RSE, this policy or the provision provided please make an appointment to see the PD Leader or the Headteacher at the school.

## Appendix 1

Sauncey Wood Primary is committed to the teaching of relationships education and follows the DfE guidance to ensure that the following topics will be covered by the end of Primary School Education at Sauncey Wood Primary.

<b>Families and People who care for me</b>	<p>Pupils should know</p> <p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice from others if needed</p>
<b>Caring Friendships</b>	<p>Pupils should know</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>

	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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 or advice from others, if needed.</p>
<p><b>Respectful Relationships</b></p>	<p>Pupils should know</p> <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships</p>

<p><b>Online Relationships</b></p>	<p>Pupils should know</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
<p><b>Being Safe</b></p>	<p>Pupils should know</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Another key requirement of the DfE guidance for Relationships and Health education is for there to be on improving mental health and thus ‘The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.’ Once more Sauncey Wood Primary is committed to ensuring that these areas of the Relationships and Health curriculum are taught to all children by the end of their Primary Education.

**By the end of Primary School:**

<p><b>Mental Well Being</b></p>	<p>Pupils should know</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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 wellbeing or ability to control their emotions (including issues arising online).</p> <p>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.</p>
<p><b>Internet Safety and harms</b></p>	<p>Pupils should know</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of</p>



	<p>positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online</p>
<b>Physical Health and Fitness</b>	<p>Pupils should know</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health</p>
<b>Healthy Eating</b>	<p>Pupils should know</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
<b>Drugs, alcohol and Tobacco</b>	<p>Pupils should know</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>
<b>Health and Prevention</b>	<p>Pupils should know</p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>

	<p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p>
<b>Basic First Aid</b>	<p>Pupils should know</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

## Appendix 2- Jigsaw scheme of work



### Changing Me Puzzle Map - Ages 5-6

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Life cycles</b>	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
<b>2. Changing Me</b>	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
<b>3. My Changing Body</b>	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
<b>4. Boys' and Girls' Bodies</b>	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
<b>5. Learning and Growing Puzzle Outcome: Piece 5 Flowers</b>	I understand that every time I learn something new I change a little bit	I enjoy learning new things
<b>6. Coping with Changes Assessment Opportunity</b>	I can tell you about changes that have happened in my life	I know some ways to cope with changes



### Changing Me Puzzle Map - Ages 6-7

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Life Cycles in Nature</b>	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
<b>2. Growing from Young to Old</b>	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
<b>3. The Changing Me</b>	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
<b>4. Boys' and Girls' Bodies</b>	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
<b>5. Assertiveness</b>	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
<b>6. Looking Ahead Assessment Opportunity</b>	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this



## Changing Me Puzzle Map - Ages 7-8

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.How Babies Grow</b>	I 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	I can express how I feel when I see babies or baby animals
<b>2. Babies</b>	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
<b>3.Outside Body Changes</b>	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
<b>4. Inside Body Changes</b>	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
<b>5. Family Stereotypes</b>	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
<b>6.Looking Ahead</b> <b>Assessment Opportunity</b> <b>Puzzle Outcome: Ribbon Mobiles</b>	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this



## Changing Me Puzzle Map - Ages 8-9

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Unique Me</b>	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
<b>2. Having a Baby</b>	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
<b>3.Girls and Puberty</b>	I can 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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
<b>4.Circles of Change</b> <b>Puzzle Outcome: Circles of Change</b>	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
<b>5.Accepting Change</b>	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
<b>6.Looking Ahead</b> <b>Assessment Opportunity</b>	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this



## Changing Me Puzzle Map - Ages 9-10

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Self and Body Image</b>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2. Puberty for Girls</b>	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
<b>3. Puberty for boys</b>	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
<b>4. Conception</b>	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
<b>5. Looking Ahead 1 Puzzle Outcome: Change Cards</b>	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
<b>6. Looking Ahead 2</b>	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.



## Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. My Self Image</b>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2. Puberty</b>	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
<b>3. Babies: Conception to Birth Assessment Opportunity</b>	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
<b>4. Boyfriends and Girlfriends</b>	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
<b>5. Real self and ideal self</b>	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
<b>6. The Year Ahead</b>	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.