

Millbrook Junior School

Dream, Believe, Aspire, Achieve



Personal, Social and Health Education including Relationship and Sex Education Policy

February 2021

Review September 2023

Personal, Social and Health Education and Relationship and Sex Education Policy

Introduction

PSHE

At Millbrook Junior School, Personal, Social, Health Education is taught 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 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.

RSE

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. At Millbrook Junior School RSE will reflect the values of the PSHE programme. It is about the understanding of the importance of loving and caring relationships so it will be taught in the context of relationships. In addition, RSE promotes self-esteem, staying safe, respecting and understanding others, emotional health and well-being. 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. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools."

Secretary of State Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019

Aims and Objectives for PSHE and RSE

The aim of PSHE and RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their behaviour as they grow.

This takes place with consideration of the qualities of relationships within families.

The aims PSHE and RSE at Millbrook Junior School are;

- To build their capacity for learning
- To equip them for life
- To provide the knowledge and information to which all children are entitled
- To clarify/reinforce existing knowledge
- To help children develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle and mental wellbeing
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To build skills to develop caring and respectful relationships

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. RSE will generally be taught through the Jigsaw PSHE programme.

Teaching PSHE

Jigsaw covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. The table below shows the learning themes taught across the school:

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	Celebrating	Includes anti-bullying (cyber and homophobic bullying

2:	Difference	included) and diversity work
Spring 1:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Spring 2:	Dreams and Goals	Includes goal-setting, aspirations, working together
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 change

Teaching the Statutory requirements for Relationship and Health Education

“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 for all pupils receiving primary 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.”

DfE Guidance p.8

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

Health Education in primary schools is expected to cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The expected outcomes and how Jigsaw covers these elements for Relationship and Health Education can be found as an appendix to this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

The teaching of Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

At Millbrook Junior School, we believe children should understand the facts about human reproduction before they leave primary school so we teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children from this content:

National Curriculum Science

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

The grid below shows the learning intentions for each year group in the 'Changing Me' Puzzle of Jigsaw (PSHE) which covers the RSE specific lessons.

Year 3 Changing Me	Lesson 1: How babies grow	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
	Lesson 2: Babies	Understand how babies grow and develop in the mother's uterus. Understand what a baby needs to live and grow
	Lesson 3: Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the

		outside during this growing up process
	Lesson 4: Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process. Explain why these changes are necessary so that their bodies can make babies when they grow up
	Lesson 5: Family stereo types	Start to recognise stereotypical ideas they might have about parenting and family roles
	Lesson 6: Looking ahead	Identify what they are looking forward to when they move to their next class

Year 4 Changing Me	Lesson 1: Unique Me	Understand that some personal characteristics have come from birth parents and that this happens because they are made from the joining an egg and sperm
	Lesson 2: Having a baby	Can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
	Lesson 3: Girls and puberty	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
	Lesson 4: Circles of change	To know how the circle of change works and can apply it to changes they want to make in their life
	Lesson 5: Accepting change	Can identify changes that have been and may continue to be outside of their control that how to learnt to accept them
	Lesson 6: Looking ahead	Identify what they are looking forward to when they move to their next class

Year 5 Changing Me	Lesson 1: Self and body image	Are aware of own self-image and how their body image fits into that
	Lesson 2: Puberty for girls	Explain how a girl's body changes during puberty and understand the importance of looking after themselves both physically and emotionally
	Lesson 3: Puberty and boys	Describe how boys' and girls' bodies change 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
	Lesson 5: Looking ahead 1	Identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
	Lesson 6: Looking ahead 2	Identify what they are looking forward to when they move to their next class

Year 6 Changing Me	Lesson 1: Self image	Are aware of own self-image and how this body image fits into that
	Lesson 2: Puberty	Can explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
	Lesson 3: Babies: conception and birth	Can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
	Lesson 4: Boyfriends and girlfriends	Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
	Lesson 5: Real self and ideal self	Are aware of the importance of a positive self-esteem and what they can do to develop it
	Lesson 6: The year ahead	Identify what they are looking forward to and what worries them about the transition to secondary school /or moving to their next class.

Parental consultation

Details of the School's provision for RSE are available on website but further details can be requested.

We inform parents when aspects of the relationship and sex programme are taught and provide opportunities for parents to view the resources being used.

Parents have the right to withdraw their children from those aspects of sex education, not included in the National Curriculum Science Orders, (alternative work would be set).

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. However, this rarely happens, by working in partnership parents usually recognise the importance of this aspect of their child's education.

Specific Issues

Child Protection / Confidentiality

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection or safeguarding issue.

The staff member will inform the Designated Safeguarding Lead in line with the schools policy for child protection if an issue is disclosed.

A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision is made to meet the individual child's needs.

Use of visitors

“Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019

When appropriate, visitors such as the school nurse may be involved in the delivery of RSE, particularly in Key Stage 2.

Children with special needs

Teaching and resources are differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, governing body and teacher with responsibility for RSE.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.