



SWINEMOOR PRIMARY SCHOOL

Sex and Relationship Education Policy

Introduction

Our school's policy on sex and relationship education is based on the Department for Education guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. We ensure that our policy meets the requirements set out in these regulations. Governors take seriously their responsibility to ensure pupils are protected from inappropriate teaching materials for children of their age.

Relationships Education can be defined as teaching "the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults." It is widely acknowledged that children need to learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way.

Relationships Education is part of the Personal, Social and Health Education (PSHE) curriculum in our school. When we inform our pupils through Sex and Relationship education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Sex and Relationship education as a means of promoting any form of sexual orientation.

Aims and objectives

This policy sets out our school policy with regard to Sex and Relationship education so that all parents and carers are clear about our school's approach to this aspect of our educational provision. We are well aware of the sensitivity involved in this aspect of our work and the school will seek the views of parents and carers when developing this policy further.

We teach about sex and relationships in the context of the school's aims and values. While Sex and Relationship education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work.

As part of a wider process of social, personal, spiritual and moral education including sex and relationship matters we will teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- the importance of building positive relationships with others, involving trust and respect;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- their responsibilities to others, and awareness of the consequences of sexual activity;
- the importance of family life;
- moral questions;
- relationship issues
- respect for the views of other people;
- the importance of self-control;
- sexual abuse, and what they should do if they are worried about any sexual matters.

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This policy sets out the statutory responsibilities for primary schools in this regard and what rights and responsibilities parents and carers have if they have any concerns regarding the approach taken by our school.

Curriculum organisation

We teach about Sex and Relationships through different aspects of the curriculum. While we carry out the main Sex and Relationship education in our Personal, Social and Health Education (PSHE) curriculum, we also teach some Sex and Relationship education through other subject areas (e.g. Science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

Sex education is not compulsory in primary schools, however Relationship and Health education is, which includes the teaching of puberty. The National Curriculum for Science also covers external body parts, the human body as it grows and changes from birth to old age and reproduction in some plants and animals, including the human life cycle.

At Swinemoor Primary School we follow the Jigsaw PSHE scheme of work, which is described as 'a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others' to teach about Relationships and Health education. This covers all statutory requirements detailed in the DfE guidance.

Through Jigsaw, we teach children about relationships, and we encourage them to discuss issues. We teach pupils about the parts of the body and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

During Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. During Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

Once pupils reach Year 6, a tailored programme for Sex education is delivered by staff, ensuring that both boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We send a letter to all parents and carers of children in Year 6 to discuss this particular programme of lessons and to share the materials the school uses in its teaching. Parents have the right to withdraw their children from this part of the curriculum if they wish.

The role of parents and carers

The school is well aware that the primary role in Sex and Relationship education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's Sex and Relationship education policy and practice;

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- answer any questions that parents or carers may have about the Sex and Relationship education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for Sex and Relationship education in the school;

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the Sex and Relationship education programme that we teach in our school (but not from the biological aspects of human growth and reproduction necessary under the National Curriculum for science). If a parent wishes their child to be withdrawn from Sex and Relationship education lessons, they should discuss this with their child's class teacher in the first instance, and make it clear which aspects of the programme they do not wish their child to participate in. The school will always endeavour to comply with the wishes of parents and carers in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Other people that we may call on, where necessary, include the school nursing team, the local clergy, social workers and youth workers.

Confidentiality & Safeguarding

Teachers conduct Sex and Relationship education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or seems likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Designated Safeguarding Lead about their concerns. This will then be dealt with in consultation with social service professionals (see also Child Protection Policy).

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents or carers are informed about our Sex and Relationship education Policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The governing body monitors the impact of our sex and relationship policy on an annual basis. The governing body gives serious consideration to any comments from parents and carers about the Sex and Relationships education programme. They also require the headteacher to share information about the progress, attainment and content of the RSE curriculum in order to ensure all statutory duties are met. The headteacher facilitates this

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during staff bi-annual presentations to governors. This is where the coordinator appraises governors of curriculum content and standards and answers any questions.

This policy will be reviewed annually or sooner if necessary.

February 2024

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Sex and Relationship Education – Teaching Protocol

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The DfE Statutory Guidance document *Relationships Education, Relationships and Sex Education and Health Education (2020)* states that 'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.' Teaching about relationships in school is compulsory although schools are 'free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum'.

The table below sets out what the statutory guidance requires pupils to know by the end of primary school. Swinemoor Primary School uses the Jigsaw PSHE curriculum, the specific unit(s) that cover each learning point are highlighted in red.

<p>Families and people who care for me Jigsaw unit coverage</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability Celebrating Difference, Relationships, Changing Me • 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 Celebrating Difference, Relationships, Changing Me • The 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 Celebrating Difference, Relationships, Changing Me • 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 Celebrating Difference, Relationships, Changing Me • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong Celebrating Difference, Relationships • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Being Me in My World, Celebrating Difference, Healthy Me, Relationships, Changing Me
<p>Caring Friendships Jigsaw unit coverage</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends Being Me in My World, Celebrating Difference, Healthy Me, Relationships • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties Being Me in My World, Celebrating Difference, Healthy Me, Relationships, Changing Me

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	<ul style="list-style-type: none"> • That healthy relationships are positive and welcoming towards other, and do not make others feel lonely or excluded Being Me in My World, Celebrating Difference, Healthy Me, Relationships, Changing Me • 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 Celebrating Difference, Healthy Me, Relationships • 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 Being Me in My World, Celebrating Difference, Healthy Me, Relationships
Respectful Relationships Jigsaw unit coverage	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships • Practical steps they can take in a range of different contexts to improve or support respectful relationships Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me • The conventions of courtesy and manners Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships • The importance of self-respect and how this links to their own happiness Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me • 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 Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me • About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Celebrating Difference, Relationships • What a stereotype is, and how stereotypes can be unfair, negative or destructive Celebrating Difference, Healthy Me, Relationships, Changing Me • The importance of permission-seeking and giving in relationships with friends, peers and adults Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me
Online Relationships Jigsaw unit coverage	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not Celebrating Difference, Healthy Me, Relationships

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	<ul style="list-style-type: none"> That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous Being Me in My World, Celebrating Difference, Healthy Me, Relationships The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them Relationships, Healthy Me, Celebrating Difference How information and data is shared and used online Healthy Me, Relationships
Being Safe Jigsaw unit coverage	<p>Pupils should know:</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) Being Me in My World, Celebrating Difference, Healthy Me, Relationships, Changing Me 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 Healthy Me, Relationships, Changing Me That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact Healthy Me, Relationships, Changing Me How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know Healthy Me, Relationships How to recognise and report feelings of being unsafe or feeling bad about any adult Celebrating Difference, Healthy Me, Relationships, Changing Me How to ask for advice or help for themselves or others, and to keep trying until they are heard Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me How to report concerns or abuse, and the vocabulary and confidence needed to do so Celebrating Difference, Healthy Me, Relationships, Changing Me Where to get advice e.g. family, school and/or other sources Being Me in My World, Celebrating Difference, Healthy Me, Relationships, Changing Me

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decision to omit certain lessons from the PSHE scheme which teach about Sex Education. These lessons are shared with staff regularly so that all staff know which lessons should not be taught. Sex Education, for all pupils is taught through the national curriculum for Science.

Once pupils reach Year 6, a tailored programme for Sex education is delivered by staff, ensuring that both boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. Parents are consulted on the content of this programme and have the right to withdraw their children if they wish.

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Appendix 2

PSHE – What is Taught and When

PSHE is taught weekly in year groups.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Being Me In My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Celebrating Differences	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as

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			Gender diversity Celebrating difference and remaining friends	How words can be hurtful Giving and receiving compliments	Ending bullying Problem-solving Identifying how special and unique everyone is First impressions	happiness Enjoying and respecting other cultures	celebration Empathy
Dreams And Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments

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Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use

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		to myself Celebrating special relationships	special relationships	how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	and animals	and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	
Changing Me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Self- and body image Influence of online and media on body image Growing responsibility Coping with change Preparing for transition	Self-image Body Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition Puberty for girls Puberty for boys Conception (including IVF)

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