



## Relationships and Sex Education Policy 2025

### **Rationale**

Relationships and Health Education is now compulsory in all primary schools. At Pickering Community Junior School, we teach Relationships and Sex Education (RSE) as set out in this policy.

### **Purpose and Aims**

The objective of RSE (Relationships and Sex Education) is lifelong learning about the emotional, social and physical aspects of growing up, relationships and sex. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of puberty, exploring how children's bodies will change as they go through this part of their lives, and the challenges that may come with this and, in upper school, human reproduction, too.

At Pickering Community Junior School, we support and promote a safe learning environment for RSE. The aims of Relationships and Sex Education at our school are:

- to learn and develop an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect
- to prepare pupils for puberty
- for our pupils to respect and care for their bodies
- to provide children with an understanding of sexual development
- to explore the importance of health and hygiene
- to help pupils develop feelings of self-respect, confidence and empathy
- for children to acquire an increasing knowledge and understanding about physical development, sexuality and emotions
- to teach pupils the correct vocabulary to describe themselves and their bodies.

At Pickering Community Junior School, Relationships and Sex Education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- ensures a safe learning environment is established
- is relevant to pupils at each stage in their development and maturity
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation

- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

## **The RSE Curriculum**

At Pickering Community Junior School, we strongly believe that knowledge empowers and protects children as long as it is age-appropriate. Sex Education is statutory in secondary schools and we believe it is our duty to prepare children with accurate knowledge about puberty before they begin their secondary education. We include the statutory Relationships and Health Education within our whole-school PSHE Programme (Jigsaw). Correct terminology for body parts is introduced early in order to normalise the biological vocabulary and are always used in conjunction, ensuring that children know these are private parts of their bodies. This terminology continues to be referred to in each year group.

## **Relationships Education**

Relationships Education explores the different types of relationships children will encounter in their lives and will explore what a healthy relationship is – both in real life and online. Relationships Education in primary schools will cover the topics of ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

At Pickering Community Junior School, Relationships Education is taught within our PSHE lessons through the Jigsaw Programme. It is important to explain that whilst the Relationships Unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught in other units – for example, the ‘Celebrating Difference’ unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## Health Education

Health Education explores body confidence and promotes self-care, self-love and self-worth. In primary schools, Health Education will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid' and 'Changing adolescent body'.

It is important to explain that whilst the 'Healthy Me' unit of the Jigsaw programme covers most of the statutory Health Education, some of the outcomes are taught in other units. Teaching about emotional and mental health is nurtured every lesson through the 'Calm Me' time and social skills are grown every lesson through the 'Connect Us' activity.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance; at Pickering Community Junior School, this is taught in the 'Changing Me' unit.

## 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 Pickering Community Junior School, we believe children should understand the facts about human reproduction before they leave primary school so in upper school (Year 5 and Year 6), this will be covered during our PSHE lessons in the 'Changing Me' unit. We define Sex Education as '*Understanding human reproduction.*'

We intend to teach this as part of our planned PSHE lessons, however, "*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

## Right to Withdraw

At Pickering Community Junior School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit and therefore children cannot be withdrawn from this. 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:

- Year 6, Changing Me Unit - Lesson 3 (Conception, Birth)

Parents and carers will be informed of this right by letter at the end of the Spring term, ahead of the start of the 'Changing Me' unit. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

Parents and carers have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE but they cannot withdraw their child from any aspect of Relationships Education. Before granting any such request, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept. The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child, which could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once the discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **The Teaching of Relationships and Sex Education**

Below outlines the progression of Relationships and Sex Education through each year group. Although children are taught in mixed age group classes, the 'Changing Me' unit is taught in chronological age to ensure that children are provided with age and stage appropriate knowledge.

#### **YEAR 3**

YEAR 3		
<b>Unit / Lesson</b>	<b>Lesson Objective</b>	<b>Brief Overview</b>
Changing Me Lesson 1	To understand that in animals and humans, lots of changes happen from birth to being fully grown.	Children explore the changes that occur from being a baby, to a child, to an adult.
Changing Me Lesson 2	To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.	Children explore what a baby needs in order to survive, live and grow.
Changing Me Lesson 3	To start to recognise stereotypical ideas about parenting and family roles.	Children learn the meaning of the word 'stereotypical' and begin to challenge stereotypes in the context of jobs around the home.
Changing Me Lesson 4	To revisit the PANTS rule and build confidence in seeking help.	Use the NSPCC Building Confidence resources

#### **YEAR 4**

<b>Unit / Lesson</b>	<b>Lesson Objective</b>	<b>Brief Overview</b>
Changing Me Lesson 1	To understand that some personal characteristics come from my birth parents.	Using given photographs of children and parents, children explore what characteristics they believe the child has inherited from their parents.
Changing Me Lesson 2	To understand what responsibilities there are in parenthood and the joy it can bring.	Children work in groups to explore the reasons they think people may choose to have a baby and to consider what they believe is the greatest responsibility about looking after a new baby.
Changing Me Lesson 3	To describe how a girl's body changes during puberty and that menstruation is a natural part of this.	Children are introduced to the term 'menstruation' in an age appropriate way. Boys learn about the importance of hygiene during puberty. This lesson is taught separately to boys and girls.

YEAR 5		
Unit / Lesson	Lesson Objective	Brief Overview
Changing Me Lesson 1	To be aware of my own self-image.	Children will write 10 words/phrases that best describe the internal image they have of themselves and will state whether these are negative or positive. Children will work in pairs to change negative affirmations into positive ones.
Changing Me Lesson 2	<p>To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To describe how boys' bodies change during puberty.</p>	<p>Children learn about the menstrual cycle using the busy bodies resource. Boys and girls are both present within this lesson. Before the lesson, children have opportunity to ask any questions they may have in a class 'ask it' basket.</p> <p>1. Busy Bodies Introduction  2. Changes at Puberty  3. What happens to boys?  4. What happens to girls?  6. Looking after you.</p>
Changing Me Lesson 5	To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (including age of consent).	Children analyse a range of young teen magazines and decide what they think is realistic/unrealistic. They will think about responsibilities when they become a teenager, what they think might be challenging and will explore ways in which to overcome these.

YEAR 6		
Unit / Lesson	Lesson Objective	Brief Overview
Changing Me Lesson 1	To be aware of my own self-image and how my body image fits into that.	Children learn in this lesson that sometimes the media, (magazines, TV), social media etc present images of people that are unrealistic. They discuss what they think beauty is and learn that comparing themselves to others can be negative.
Changing Me Lesson 2	To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.	In this lesson, children will further develop their understanding of puberty – building on from lessons in Year 4 and Year 5. Children will have opportunity to ask any questions (with the use of an anonymous “ask it basket”) and will be able to express any worries/concerns/queries they may have.
Changing Me Lesson 3	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.	In this session, children will learn about the 8 stages on the journey from conception to birth.  <b>PARENTS/CARERS HAVE THE RIGHT TO WITHDRAW THEIR CHILD FROM THIS LESSON.</b>
Changing Me Lesson 4	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.	Children are given a scenario which involves “sexting”. They learn about what this means and consider the dangers of this. They go on to consider the pressures of the relationship in the scenario and the question ‘Is this a healthy relationship?’ is posed.  Children then consider what they believe to be a healthy relationship and what they would look for in a relationship later in life.  <i>The scenario provided is based on a heterosexual relationship but teaching point will be made that this can occur in homosexual relationships too.</i>
Changing Me Lesson 5	I am aware of the importance of a positive self-esteem and what I can do to develop it.	Similar to Lesson 1, children explore how the media, online sources and shops (mannequins, models) present the “perfect body” and children discuss why they think ‘body talk’ could hurt somebody’s feelings. They explore what it means to have low self esteem and how they could overcome this.

## **Equality, Diversity and Inclusion**

Pupils from all faiths and cultures have an entitlement to RSE and during our teaching of this important aspect of the curriculum, we are sensitive to a range of different values and beliefs. For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion and above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives and their own safety. SRE lends itself to study by children with a range of different abilities and we will offer provision which is appropriate to the particular needs of all our pupils in order for them to fully engage and participate within this aspect of the curriculum.

## **Child Protection and Confidentiality:**

RSE can be a sensitive issue and to protect privacy and engender respect for all, teachers will develop ground rules with pupils at the onset of work. Our pupils will be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. In some instances (Year 5 and Year 6 'Changing Me' sessions), teachers will use question boxes to allow pupils the opportunity to ask some questions anonymously.

In instances where pupils may ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used. If a matter is considered a potential Safeguarding issue, the designated member of staff will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. Whilst pupils have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then (in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures), act as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

## **Assessment**

Assessment for RSE will be part of PSHE. Children are assessed against key performance indicators for each year and evidence is gleaned from a range of sources including books and teacher, self and peer assessment. For further information, please see our whole school Assessment Policy.

## **Links with other curriculum areas**

The Relationships and Sex Education Policy links to:

- Safeguarding/ child protection
- PSHE
- Teaching and Learning
- Assessment
- Science - Reproduction
- Anti-bullying

## **Role of the Subject Leader**

The subject leader will:

- monitor and update the scheme of work, progression documents and knowledge maps as, and when, appropriate
- support colleagues through the monitoring and accountability cycle
- liaise with external organisations, if/where appropriate
- organise, audit and purchase resources
- inform colleagues of developments in the teaching of RSE
- provide staff training for colleagues through staff meetings and INSET days
- implement, review and set targets for a subject action plan which may form part of the school development plan
- report to governors on progress, attainment and outcomes

## **Resources and Organisation**

Before using resources in lessons, teachers ensure that they are appropriate for the age and maturity of their pupils and sensitive to their needs. Parents are also made aware of some of the resources teachers will use during these lessons as this can be reassuring, as well as provides them with the opportunity to continue conversations at home. We will use the age-appropriate Jigsaw Programme resources in order to teach this area of the PSHE curriculum.

## **Monitoring, Evaluation and Review**

RSE will be monitored by the school's PSHE subject leader and this will be achieved through learning walks, monitoring books, pupil voice and through analysing findings from the bi-annual Growing up in North Yorkshire Survey. The results from the survey will also be used to support the evaluation and reviewing process of our RSE provision and will identify any emerging issues for our pupils. The PSHE subject lead is also responsible for evaluating the programme of study and for making recommendations for any changes to the programme.

The policy will be formally reviewed every two years or for the following purposes:

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

Subject Lead: Lorna Wilkinson

Revised: September 2025

Next review date: September 2027