



SURREY STREET PRIMARY SCHOOL

Learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met

PSHE, Relationship and Sex Education Policy

November 2024

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Statutory

Surrey Street Primary is committed to promoting and respecting the health, safety and wellbeing of all our children and any adults who work in our school

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Aims

At Surrey Street, we teach PSHE with the aim of providing 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 their school and communities. In doing so they 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.

They 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. Each lesson has a link to one or more of the five British Values. In addition, the school rules 'be kind', 'be safe' and 'be positive' fully align with the principals of our school curriculum and are identified within the long term plans so explicit links can be made.

Surrey Street includes Relationships and Sex Education in its PSHE scheme called Jigsaw - the mindful approach to PSHE.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

In our school we choose to deliver Personal, Social, Health Education including Relationships and Sex Education using a scheme called Jigsaw - the mindful approach to PSHE.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Surrey Street Primary school, we teach RSE as set out in this policy.

Policy development

This policy has been developed from feedback with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents are able to offer the school feedback regarding this policy, or if needed meet with SLT and class teachers for suggestions/improvements.

4. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition and Objectives

Jigsaw PSHE supports 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

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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our PSHE and RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum with the purpose of educating and informing pupils, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in

an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

As stated in Section 2, Surrey Street covers statutory National Curriculum coverage which pupils must learn. This would also be covered within the Science National Curriculum.

Delivery of RSE

In our school we choose to deliver Personal, Social, Health Education including Relationships and Sex Education using a scheme called Jigsaw. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles (themes) in Jigsaw that are designed to progress in sequence from autumn to June/July. Each Puzzle has six Pieces (lessons). Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every lesson contributes to at least one of these aspects of children's development. This is mapped out and balanced across each year group. Each puzzle piece will build on the previous year's knowledge and objectives.

Inclusivity is part of the school's and the Jigsaw Scheme's philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this adaptation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Jigsaw covers all areas of PSHE for the primary phase, as shown below (year group examples are shown in Appendix One):

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

As stated previously, Surrey Street uses and follows the Jigsaw PSHE/RSE curriculum. This is an external scheme of learning but is taught by Surrey Street staff.

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory science (however Surrey Street only delivers statutory elements of RSE within science) components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teaching staff have the responsibility for teaching PSHE and RSE across Surrey Street

Pupils

Pupils are expected to engage fully in PSHE and RSE and, when discussing issues within these lessons, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Relationship and sex education is taught within PSHE. There are statutory elements where schools are bound by the National Curriculum to teach children. Surrey Street Primary School will only deliver the statutory science elements of RSE. Parents do have the right to withdrawal their child/children from the non-statutory teaching of RSE, however as highlighted, children are only taught the statutory science elements.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored through:

Monitoring assessment of objectives, learning walks, book looks and pupil voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Karen Pedder annually.

At every review, the policy will be approved by the governing board.

PSHE and RSE Curriculum Map

Year Group	Term	Topic/Theme details	Term	Topic/Theme details
1	Autumn 1	Being Me in My World *rules and how to be a good learner	Autumn 2	Celebrating Difference *Can tell you some ways they are different from their friend *Understands differences make us all special and unique
1	Spring 1	Dreams and Goals *Can describe how they felt when succeeded in a new challenge and how they celebrated it *Knows how to store the feelings of success in their "internal treasure chest"	Spring 2	Healthy Me *Can tell you why their body is amazing and can identify some ways to keep it safe and healthy *Can recognise how being healthy helps them to feel happy
1	Summer 1	Relationships *Can tell you why they appreciate someone who is special to them *Can express how they feel towards a special person	Summer 2	Changing Me *Can identify and correctly name the parts of the body that make boys different to girls *Respects their body and understands which parts are private
2	Autumn 1	Being Me in My World *rules and how to be a good learner	Autumn 2	Celebrating Difference *Can identify some ways in which their friend is different from them *Can explain why they value this difference about him/her
2	Spring 1	Dreams and Goals *Can explain some of the ways they worked cooperatively in a group to create an end product *Can express how it felt to be working as part of a group	Spring 2	Healthy Me *Can make some healthy snacks and explain why they are good for their body *Can express how it feels to share healthy food with friends
2	Summer 1	Relationships *Can identify some of the things that cause conflict between them and their friends *Can demonstrate how to use the positive problem-solving technique to resolve conflicts with their friends	Summer 2	Changing Me *Can recognise the physical differences between boys and girls, use the correct names for parts of the body, appreciating that some parts are private. *Can tell you what they like/don't like about being a boy/ girl
3	Autumn 1	Being Me in My World *rules and how to be a good learner	Autumn 2	Celebrating Difference *Can tell you about a time when they affected someone's feelings and what the consequences were *Can give and receive compliments and explain how this feels
3	Spring 1	Dreams and Goals *Can evaluate their learning process and identify how it can be better next time *Is confident in sharing success with others and knows how to store feelings	Spring 2	Healthy Me *Can identify things, people and places that they need to keep safe from, and can describe some strategies for keeping safe including who to go to for help

		of success in their internal treasure chest		*Can express how being anxious or scared feels
3	Summer 1	Relationships *Can explain how some of the actions and work of people around the world help and influence their life *Can show an awareness of how this could affect their choices	Summer 2	Changing Me *Can identify how bodies change on the inside as they grow up and can tell you why these changes are necessary so that their bodies can make babies when they grow up. *Recognises how they feel about these changes happening and knows how to cope with these feelings
4	Autumn 1	Being Me in My World *rules and how to be a good learner	Autumn 2	Celebrating Difference *Can tell you a time when their first impression of someone changed as they got to know them *Can explain why it is good to accept people for who they are
4	Spring 1	Dreams and Goals *Knows how to make a new plan and set new goals even if they have been disappointed *Knows what it means to be resilient and to have a positive attitude	Spring 2	Healthy Me *Can recognise when people are putting them under pressure and can explain ways to resist this when they want to *Can identify feelings of anxiety and fear associated with peer pressure
4	Summer 1	Relationships *Can explain different points of view on an animal rights issue *Can express their own opinion and feelings on this	Summer 2	Changing Me *Can identify what they are looking forward to when they are in Year 5 *Can reflect on the changes they would like to make when they are in Year 5 and can describe how to go about this
5	Autumn 1	Being Me in My World *rules and how to be a good learner	Autumn 2	Celebrating Difference *Can explain the differences between direct and indirect types of bullying *Knows ways to support children who are being bullied and encourage children engaged in bullying to make other choices
5	Spring 1	Dreams and Goals *Can describe the dreams and goals of a young person in a culture different from theirs *Reflects on how these dreams /goals relate to their own	Spring 2	Healthy Me *Knows the roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures *Explains how they respect and value their own body
5	Summer 1	Relationships *Explains how to stay safe when using technology to communicate with my friends *Can recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others	Summer 2	Changing Me *Can describe how boys' and girls' bodies change during puberty *Can express how they feel about the changes that will happen to them during puberty
6	Autumn 1	Being Me in My World *rules and how to be a good learner	Autumn 2	Celebrating Difference *Can explain ways in which difference can be a source of conflict or a cause for celebration

				*Can show empathy with people in either of these situations
6	Spring 1	Dreams and Goals *Can describe some ways in which they can work with other people to help make the world a better place *Can identify why they are motivated to do this	Spring 2	Healthy Me *Can evaluate when alcohol is being used responsibly, anti-socially or being misused *Can tell you how they feel about using alcohol when they are older and their reasons for this
6	Summer 1	Relationships *Can recognise when people are trying to gain power or control *Can demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control	Summer 2	Changing Me *Can describe how a baby develops from conception through the nine months of pregnancy, and how it is born *Recognises how they feel when they reflect on the development and birth of a baby

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	<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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>