Relationships and Sex Education Policy

'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. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.'

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

Contents

1.   Scope

1.1   Relationships and Sex Education involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. In addition to teaching relationships and sex education discretely, some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

The comprehensive programme of RSE, used by Winston Way Academy; is called Jigsaw. It provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships, focusing on staying safe both on and offline.

2.   Objectives and aims:

2.1   The objective of Sex and Relationship Education is to enable pupils to learn about:

- families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children

- forming and maintaining caring relationships

- the characteristics of healthy and respectful relationships, including online

- how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe

- (strictly at an age appropriate level) intimate and sexual relationships including sexual health.

2.2   At Winston Way Academy, we aim to ensure:

- our programme is a partnership between home and school

- children and young people's views are actively sought to influence lesson planning and teaching

- lessons start early and is relevant to pupils at each stage in their development and maturity

- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent

- staff deliver content that includes the acquisition of knowledge, the development of life skills and respectful attitudes and values

- staff help pupils understand on and offline safety, consent, violence and exploitation

- content delivered is both medically and factually correct and treats sex as a normal fact of life

- content is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience

- lessons help 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

- lessons teach pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.

- Lessons promote equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

3.   Sex and Relationships curriculum coverage:

3.1   The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults in the following areas as guided by the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019).

3.2   Guidance from the DfE states that the statutory requirements for the end of Foundation, Key Stage 1 and Key Stage 2 are:

Self-awareness

Teachers should enable pupils to develop knowledge, understanding and skills in developing…

Foundation Stage	Key Stage 1	Key Stage 2
…themselves and positive attributes.	…their self-esteem and self-confidence.	…their self-esteem, self-confidence and how they develop as individuals.

Feelings and emotions

Teachers should enable pupils to develop knowledge, understanding and skills in developing…

Foundation Stage	Key Stage 1	Key Stage 2
…their own and others' feelings and emotions.	… their own and others' feelings and emotions and how their actions affect others.	…their management of a range of feelings and emotions and the feelings and emotions of others.

Health, growth and change

Teachers should enable pupils to develop knowledge, understanding and skills in developing…

Foundation Stage	Key Stage 1	Key Stage 2
…the importance of keeping healthy.	… strategies and skills for keeping healthy.	…how to sustain their health, growth and well-being.

Safety strategies

Teachers should enable pupils to develop knowledge, understanding and skills in developing…

Foundation Stage	Key Stage 1	Key Stage 2
…how to keep safe in familiar and unfamiliar environments.	…how to keep safe in familiar and unfamiliar environments andskills for keeping safe.	…coping safely and efficiently with their environment.

Relationships

Teachers should enable pupils to develop knowledge, understanding and skills in developing…

Foundation Stage	Key Stage 1	Key Stage 2
…their relationships with family and friends.	…their relationships with family and friends and initiating mutually satisfying relationships.	…initiating and sustaining mutually satisfying relationships.

Similarities and differences

Teachers should enable pupils to develop knowledge, understanding and skills in developing…

Foundation Stage	Key Stage 1	Key Stage 2
…similarities and differences.	…similarities and differences between people.	…valuing and celebrating cultural differences and diversity.

4.   Jigsaw:

4.1   At Winston Way Academy, we use a curriculum called Jigsaw to ensure our children access age appropriate curriculum content which meets our whole school objectives. The Jigsaw curriculum is designed to get everyone involved, providing lessons that promote engagement between students and it encourages varied teaching strategies to accommodate the different learning styles in the classroom.
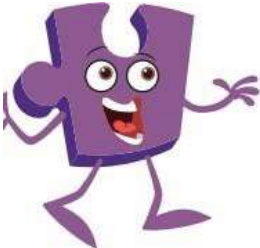
4.2   The Sex and Relationship lessons focus on emotional literacy, social skills, relationships, sex and health education. Throughout the entire programme, there is an emphasis on mental health, ensuring that students are made aware of its importance. By doing this, we are preparing them for adulthood and the stresses that come with it.

4.3   Our aim, following this scheme, is to provide pupils with a safe space for them to learn and ask questions about a variety of Sex and Relationship curriculum topics which are taught within the context of family life. We take 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, e.g. looked after children or young carers.

4.4   The progression of topics covered by Jigsaw are shown in the table below:

Year group	Jigsaw Unit: Changing me (Sex and Relationships education)
EYFS	• Family life • Making friends • Falling out and making up • Being a good friend • Dealing with bullying • Growing up- How I have changed from baby to now. • Bodies (not including names of sexual parts) • Respecting my body and looking after it e.g. personal hygiene
Year 1	• Recognise bullying and how to deal with it • Celebrating difference between people • Making new friends • Belonging to a family • Being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Life cycles- animal and human • Celebrating people who are special to me • Identifying changes in my body since being a baby • Identifying differences between female and male bodies. (Correct terminology used in discussions: penis, vagina, testicles and vulva.) • Respecting my body and understanding which parts are private

Year 2	• Assumption and stereotypes about gender
	• Understanding bullying
	• Standing up for self and others
	• Making new friends
	• Gender diversity
	• Celebrating difference and remaining friends
	• Learning with others
	• Group co-operation
	• Different types of family
	• Physical contact boundaries
	• Friendship and conflict
	• Secrets (Including those that might worry us.)
	• Trust and appreciation
	• Expressing appreciation for special relationships
	• Life cycles in nature
	• Growing from old to young
	• Recognise the physical differences in female and male bodies
	• Can use the correct names (penis, vagina, testicles and vulva) for the parts of the body and appreciate that some parts of my body are private.
	• Express likes and dislikes about being male/female
Year 3	• Seeing things from others' perspectives
	• Families and their differences
	• Family conflict and how to manage it (child-centred)
	• Witnessing bullying and how to solve it
	• Homophobic bullying
	• Recognising how words can be hurtful
	• Giving and receiving compliments
	• Respect for myself and others
	• Healthy and safe choices
	• Family roles and responsibilities
	• Friendship and negotiation
	• Keeping safe online and who to go to for help
	• Being aware of how my choices affect others
	• Awareness of how children have different lives
	• Expressing appreciation for family and friends
	• Understand how babies grow
	• Understand a baby's needs
	• Identify outside body changes at puberty
	• Identify inside body changes at puberty
	• Learn about family stereotypes
Year 4	• Challenging assumptions
	• Judging by appearance
	• Accepting self and others (being unique)
	• Understanding influences and peer pressure
	• Understanding bullying including the role of the bystander
	• Problem-solving in relationships
	• Identifying how special and unique everyone is
	• First impressions
	• Working in a group
	• Celebrating contributions of others
	• Healthier friendships and group dynamics
	• Assertiveness and celebrating inner strength
	• Jealousy
	• Love and loss
	• Memories of loved ones

	• Getting on and falling out • Girlfriends and boyfriends • Showing appreciation to people and animals • Having a baby (Simple explanation of conception • Girls and puberty • Boys and puberty • Confidence in change and accepting change
Year 5	• Cultural difference and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Enjoying and respecting other cultures • Body image • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT- Internet safety rules • Self and body image • Influence of online media on body image • Puberty for girls • Puberty for boys • Conception (Including IVF) • Growing responsibility • Coping with change
Year 6	• Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy • Having a voice in anti-social behavior • Role-modelling • Perceptions of normality • Understanding disability • Understanding what transgender means • Power struggles • Understanding bullying • Inclusion/exclusion • Difference as conflict and difference as celebration • Empathy • Exploitation, including 'county-lines' and gang culture • Love and loss • Managing feelings • Power, control and assertiveness • Technology safety and responsibility • Self-image and body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends and girlfriends • Sexting

5.   Sex and Relationship Education in Science:

5.1   Sex and relationships curriculum is also delivered throughout the following Science Programmes of study:

Year 2 Science programme of study: Animals, including humans	Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the rightamounts of different types of food, and hygiene
Year 5 Science programme of study: Animals, including humans	Pupils should be taught to: • describe the changes as humans develop to old age.

6. Parental involvement:

6.1   At Winston Way Academy, we feel it is important to inform parents of any changes to the Sex and Relationships policy of curriculum. Because of this, the school facilitates:

- Annual year group meetings to share curriculum content with parents.
- A safe environment for parents to express concerns
- Right for parents to withdraw their child from participating in SRE

Particular care and attention is placed on setting out how sensitive topics will be handled appropriately.

7. Parental right to withdraw:

7.1 Winston Way Academy's Relationships and Sex Education Policy acknowledges the right of parents to withdraw their child from some, or all, of the sex education provided (except from sex education taught under the science curriculum as stated above), but not from the relationships education.

7.2 The Principal will automatically grant a request to withdraw a pupil from any sex education delivered in a primary school, other than as part of the science curriculum.

7.3 If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

8. Complaints:

8.1 Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

9. Policy review date:

	Date	Name of owner/author
Policy Reviewed:	*May 2024*	
Next Annual Review Date:	*May 2025*	