

AYCLIFFE DRIVE PRIMARY SCHOOL



PSHE Policy including Relationship and Sex Education

Updated September 2023
To be reviewed September 2025

Staff Responsible

Mrs R M H Green
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Personal, Social and Health Education (PSHE) Relationship Sexual Education (RSE)

Rationale:

As of September 2020, the Department for Education made changes to the teaching of PSHE and instead made Relationship Education compulsory in all primary schools; Relationship Sexual Education compulsory in all secondary schools and Health Education compulsory in all state-funded schools. Aycliffe Drive School now implement Relationship and Health Education through an established PSHE scheme, Jigsaw.

Implementation:

At Aycliffe Drive School safeguarding is at the forefront of everything we do; we conclude that children need to be taught about healthy relationships in an all-inclusive way to allow children to recognise signs of abuse and how to get the help they may need. Furthermore, we believe that it is an imperative part of our role to ensure that children leave our school as responsible, healthy learners with a high self-efficacy. It is our hope that through high quality teaching children have the skills, knowledge, values and understanding to fulfil successful and happy adult lives. We believe that using the established PSHE scheme, 'Jigsaw', children leave our school equipped with the skills to make their way through the everchanging world around them.

Jigsaw is designed as a whole school approach, with all years working on the same theme (puzzle) at the same time. Jigsaw PSHE perfectly connects the pieces of Personal, Social, Health and Well – Being Education. At Aycliffe Drive Primary School each piece is taught by the class teacher in weekly sessions and will occasionally be discussed in key stage assemblies. Due to split classes Jigsaw is taught as follows:

Model suggestions for splitting Jigsaw for use with mixed-age classes

1. By age group.

The simplest model for schools with mixed age/composite classes is to deliver Jigsaw across 2 years (Year A and Year B) based on the ages of the children in the class*.

This will involve splitting the class(es) into groups based on ages as follows:

Year groups of children		Jigsaw Scheme taught
Years 1 and 2	Year A	Age 5-6 (Year 1)
	Year B	Age 6-7 (Year 2)
Years 3 and 4	Year A	Age 7-8 (Year 3)
	Year B	Age 8-9 (Year 4)
Years 5 and 6	Year A	Age 9-10 (Year 5)
	Year B	Age 10-11 (Year 6)

* There may be a small number of lessons (for example sex education/puberty/drugs education) where Jigsaw recommends that teachers check the suitability of lessons for the age groups they are delivering to. Further information on this can be found in the 'age-appropriateness' notes below.

Each piece aims to teach children and young people emotional literacy, social and lifelong skills, relationship, health education and resilience in an age-appropriate manner. Additionally, in summer 2 children are taught about changing bodies which includes sexual education topics. In addition to this we are mindful of the specific needs of our children and adapt and adjust lessons where needed. Jigsaw covers many areas which are outlined in the table below:

Term	Puzzle Name	Content
Autumn 1	Being me in my world	Understanding my role in the class, school, community and globally.
Autumn 2	Celebrating Difference	Identifying similarities and differences; celebrating difference; exploring homophobia; stereotypes; prejudice; racism; coping with bullying; cyber bullying.
Spring 1	Dreams and goals	Talking about past achievements; identifying future goals; identifying how to achieve goals; thinking about jobs and careers; finding ways to stay motivated; exploring perseverance and resilience.
Spring 2	Healthy me	Making healthy lifestyle choices; balanced meals; smoking, drugs and alcohol education; healthy relationships; coping with emergency situations.
Summer 1	Relationships	Focusing on belonging to a family; differences in families; good friendship traits; making new friends; relationship boundaries; being part of a community; solving relationship problems; knowing who to trust.
Summer 2	Changing me	Identifying the correct names for body parts; identifying which parts of our body are private;

		looking at life cycles; understanding that change is inevitable; coping with changes; understanding puberty in boys and girls; understanding conception and pregnancy; focusing on the next school year.
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Sex and Relationship Education

Definition of health education: Teaching children about physical health and mental well-being gives them information they need to make positive decisions about their own health and well-being. (83. DfE 2019)

Definition of sex and relationships education in primary schools: SRE in a primary school focuses on teaching the fundamental building blocks and characteristics of positive relationships – specifically: friendships, family relationships and relationships with and to other adults (54. DfE 2009) Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

Compulsory aspects of SRE:

The sex education contained in the National Curriculum science is compulsory in maintained schools. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfE 2019).

This states that:

- Puberty, including menstruation, should be covered and, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience (88)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (65)

The right to withdraw:

Parents have the right to withdraw their child from sex education lessons that do not teach puberty and are not covered within science lessons. All lessons regarding SRE including puberty are taught in the second half of the summer term. The content for each age group is detailed below:

Year 1	Identify the correct name of body parts including penis, vagina, testicles, anus.
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	<p>To identify which parts of our bodies are private.</p> <p>To talk about changes that have happened from when they were a baby.</p>
Year 2	<p>Recognise life cycles in nature.</p> <p>Recognise changes from when I was a baby to a toddler.</p> <p>Identify body parts of males and females using correct names.</p> <p>Identifying different types of touch and explain which ones I like and don't like.</p>
Year 3	<p>Identifying changes from birth to adulthood</p> <p>Thinking about feelings towards a new baby in their family</p> <p>How babies grow and develop</p> <p>Identifying changes that happen as we get older, developing breasts, releasing eggs.</p> <p>Understanding that our bodies need to change so that when they grow up, they can make babies.</p> <p>Exploring family stereotypes.</p>
Year 4	<p>Understand about genetics and characteristics</p> <p>Identifying the internal parts required for having a baby</p> <p>To touch on the fact that two people have sex to make a baby (no details of sex are given at this stage)</p> <p>Explain what fertilisation and conception are</p> <p>Discuss puberty in females.</p> <p>Understand what periods are and why they happen</p>
Year 5	<p>To understand how a girls body changes during puberty and how to look after yourself</p> <p>To know how a boys body changes during puberty</p> <p>To know that sexual intercourse can lead to conception</p> <p>To recognise that some people need IVF to have a baby</p>

Year 6	<p>To identify how girls and boys bodies change throughout puberty</p> <p>To describe how a baby develops from conception to birth</p> <p>To describe how a baby is born</p> <p>Boyfriends and girlfriends</p>
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At the beginning of this topic letters will be sent out to parents / carers to remind parents of the topics covered and key vocabulary used. Parents have opportunities to discuss concerns with their child’s class teacher or PSHE lead. If you still wish to withdraw your child, please do this in writing to Mrs Green.

Equalities

The Equality Act 2010 cover the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender. Inclusive SRE will foster good relationships between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The school is fully committed to delivering SRE and health education that addresses the differing needs of our diverse community. This includes gender (including perceived gender), sexual orientation, religious faiths, cultures, special educational needs, socio-economic and family background experiences. Throughout the Jigsaw sessions there is a big focus on respect for others and this is brought to the children’s attention at the beginning of each lesson when we are reminded of the Jigsaw Class Charter.

The SRE and health education curriculum will be adapted as necessary to ensure it is accessible for all pupils as are other subjects taught within the National Curriculum.

Monitoring of the teaching of SRE and health education

The teaching of SRE and Health education will be monitored in the same way as other subjects. This will include lesson observations, book scrutiny and pupil voice. All staff will undergo training provided through the Jigsaw scheme.

Roles and responsibilities of head teacher, other staff, governors

The governing body will:

- decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- collaborate with the head teacher on this policy, keep it up to date, and make it available to parents

The head teacher will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- relationship and sex education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of relationships
- pupils are protected from inappropriate teaching materials; a scheme of work is agreed and implemented
- parents are included and educated about the programme for sex education.

Staff who teach relationship and sex education are expected to:

- provide relationship and sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide relationship sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the head teacher any materials which they consider to be inappropriate
- respond sensitively to those pupils whose parents wish them to be withdrawn from sex education
- respond sensitively and use their professional judgement to answer questions that go beyond the curriculum and speak to parents when necessary

Sensitive Questions

Children who have questions which may go beyond the curriculum for their age will be able to write these down with their name on and put them inside a worry box. Questions will be looked at by staff and dealt with appropriately. This may include discussing questions with parents to inform their child. It is important that children's questions are answered to ensure they do not search for the answers on the internet as this could lead them to view inappropriate material.

Further information regarding the teaching of SRE and Health education in Aycliffe Drive Primary School can be found on our website on the PSHE plan and on the DfE statutory guidance.