

Nunnery Wood Primary Relationships and Sex Education Policy

Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

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

We believe that it is essential we provide opportunities for our pupils to learn to respect, tolerate and understand others, while being able to talk to trusted adults about sensitive topics.

Our school ethos and values complement our PSHE curriculum and are at the core of everything we do. We aim to inspire and have a child-centred approach, promoting curiosity and engagement so that children flourish and are confident in life both in and beyond school. Our values incorporate key qualities and learning behaviours that we feel are most relevant to us at Nunnery Wood Primary School. Having a positive attitude is also very important to us and through teaching children about resilience, perseverance and self-belief, we aim to promote a real love of learning, which helps children to grow as individuals in all aspects of their development.

Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We follow the National Curriculum and our curriculum is designed to meet the needs of children and includes the requirement to teach science. This includes the elements of sex education contained in the science curriculum as well as our Jigsaw lessons.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to 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 relationships between different people when carrying out their activities
- Refer to your funding agreement and articles of association for more information.
- RSE statutory guidance published 2019 and updated in 2021.

At Nunnery Wood Primary, we teach RSE as set out in this policy.

Curriculum

At Nunnery Wood Primary School we teach Relationships and Sex Education as a whole school approach alongside our PSHE curriculum work to underpin children's development as people in an ever-changing world.

Our RSE curriculum themes are set out in Appendix 1, but we may need to adapt it as and when necessary.

Our Jigsaw materials are available on the website and we will share a hard copy of our materials with parents and carers upon request. The Jigsaw programme offers us a comprehensive, carefully planned scheme of work which brings consistency and progression to our children's learning. Our feeder high schools expect that the children have been taught the appropriate curriculum for their age and will build upon it during their high school years.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings. These lessons from year 4 upwards will be taught separate as per our consultation with parents.
- How a baby is conceived and born.

From Year 4 upwards there are three lessons that the parent/carer has the right to withdraw their child as conception is not part of our science curriculum.

The lesson which parents can withdraw are in the Changing me unit: Summer 2.

Year 4: Lesson 2 (Having a baby)

Year 5: Lesson 4 (Conception)

Year 6 Lesson 4 (Conception, birth)

We inform the appropriate year groups via a letter. We offer to hold one meeting per year group for parents to meet with the Headteacher before confirming in writing that they wish for their child to be withdrawn from the lesson.

What we teach

Our Jigsaw resources support our teaching and learning of the RSE curriculum. These resources will support 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
- Become healthy and fulfilled individuals

Summer 2 is the unit that includes SRE: 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 Appendix 2 overview.

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

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).

Differentiation/SEN

The Jigsaw resources are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many 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. If appropriate teachers will contact the parent/carer to discuss how to further support the child at home with regards to the SRE curriculum.

Safeguarding

All staff are safeguarding trained annually and are aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

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 and 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
- Gender groups for certain lessons from Year 4 upwards
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

Roles and responsibilities

The Governing Board

The governing board will approve the PSHE 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, to support staff in sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-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 teachers deliver SRE lessons

Pupils

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Monitoring and Review

A working party was established in 2019-2022 which had representation from parents, governors and staff across the year groups to facilitate the purchase of an appropriate resources – Jigsaw.

The governing board will review this policy and make sure that it:

- Is appropriate for our school's context
- Is implemented fairly across the school
- Takes into account the views of parents/carers and pupils

This policy is reviewed annually or if statutory guidance changes.

Links with other policies

We recognise the clear link between Relationships and Sex Education and the following policies and staff are aware of the need to refer to these policies when appropriate.

- PSHE Policy
- Science curriculum and policy

Appendix 1

Six puzzles of Jigsaw overview

Jigsaw covers all areas of PSHE for primary phase including statutory Relationship and Health Education. The table below gives the learning theme of each of the six Puzzle (units) and these are taught across the school: learning deepens and broadens every year, building upon previous learning. Each half termly topic is taught in each year group.

Term	Puzzle unit	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Includes Relationship and Sex Education in the context of coping positively with change.

Appendix 2

Updated 2025	Children should know	How Jigsaw provide the solution
<p>Families and people who care for me</p>	<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 a 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. 	<p>All these aspects are covered in lessons within the puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing me • Celebrating difference • Being me in my world
<p>Caring friendships</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 • 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 	<p>All these aspects are covered in lessons within the puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing me • Celebrating difference • Being me in my world

	<ul style="list-style-type: none"> • 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 	<p>All these aspects are covered in lessons within the puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing me • Celebrating difference • Being me in my world

<p>Online relationships</p>	<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 	<p>All these aspects are covered in lessons within the puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing me • Celebrating difference
<p>Being safe</p>	<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 	<p>All these aspects are covered in lessons within the puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing me • Celebrating difference

	<ul style="list-style-type: none"> • where to get advice, for example family, school or other sources 	
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All these aspects are covered in lessons within the puzzles</p> <ul style="list-style-type: none"> • Changing me • Healthy men • Our Science curriculum

February 2025