



**Relationship and Sex Education  
And Health Education Policy  
2022-2024**

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At North Duffield Primary School we work with relentless consistency to enable **all** our children to achieve our school vision, "**Growing Learners for Life,**" **Every child will make good or better progress through the high quality teaching they will receive, and their engagement with our diverse, absorbing and exciting curriculum which provides appropriate and relevant enrichment experiences.**

We model and promote an inclusive ethos so our learners are flexible, imaginative, responsible and confident life-long learners, who value "Rights, Respect, Responsibility and Independence." The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, are promoted throughout our school curriculum, and our whole school ethos. This ensures that children with SEND or medical conditions have the same opportunities and expectations placed upon them as all other young people.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

## **Intent**

At North Duffield Primary School, we want all children to thrive in the community with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations.

Our curriculum provides opportunities for learners to 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. We understand that as they grow up, our children may face some difficult times; therefore, we want them to be able to communicate their thoughts and opinions clearly and in an appropriate way. To support them in making the right informed decisions we aim to give children the knowledge, skills and attitudes that they need to effectively navigate these through timetabled PSHE sessions, assemblies and weaved through other subjects in our curriculum. Our PSHE and RSE curriculum provides our children with strategies to support difficult situations and everyday life.

Throughout their journey at North Duffield Primary School, the children will develop a deep understanding of the British Values and protective characteristics. These are in the heart of our school and with the growing digital era we ensure that our children get the right information for both on and offline safety.

## **Implementation**

We have chosen to use the 'Jigsaw' Scheme to deliver our RHE curriculum. This is split into 6 topics which provide a whole school focus for each half term.

These topics are –

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each half term begins with a whole school assembly to provide a clear focus for all children and staff. We have access to clear progression grids that show how learning develops across the primary curriculum. Key vocabulary is shared with staff and each year builds on previous learning. We have informed parents of our curriculum and update them with vocabulary we use.

We also make specific links to other areas of the curriculum such as Science, PE and ICT. This means that children can see how the skills that they are developing within their RHE lessons can help them in other areas of the curriculum. For example learning how to set a realistic challenge links into our fitness sessions where the children are encouraged to set and work towards goals. All staff have received training on how to deliver Jigsaw sessions.

Throughout the half term, assemblies have a focus on consent, e-safety, British Values and the 7 protected characteristics.

## **Impact**

Our RHE curriculum enables our children to be lifelong learners by developing their ability to listen, communicate, empathise, question and reflect. It strengthens relationships between children and staff which aids learning across the curriculum. A strength of our school is the strong relationships between staff and children. This is clear to see in all lessons and particularly on our residential trips. The children are comfortable enough to follow procedures and talk to staff members about anything that may be worrying them or if they have any questions regarding their sessions.

Our RHE lessons complement our curriculum to provide the skills needed to ensure our children are well prepared for the next stage of their education and can move smoothly into secondary education.

### **How this policy was developed**

This policy takes full account of the school's legal obligations, NYCC guidance on developing a relationship and sex education policy (Sept 2019) and the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019).

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### **What is RSE?**

The term Relationship and Sex Education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self esteem and the skills to manage relationships.

According to North Yorkshire guidance, RSE is:

“Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing”.

### **The school's approach to RSE consists of:**

- The taught National Curriculum Science Programme of Study
- RSE objectives covered within each Key Stage through the Jigsaw PSHE theme; 'Relationships'. We enhance and adapt the curriculum to ensure it meets the needs of our pupils to enable them to keep themselves safe on and offline and support the learning through whole school assemblies

- The use of the online video resource ‘Busy Bodies’ and ‘Operation Ouch’ to support teaching about puberty and conception in Year 5 and 6.
- Pastoral support for pupils who experience difficulties
- Use of assemblies, story-telling and sharing to support teaching.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well supported.

Early years In Early Years the school follows the statutory early adopter framework for Early Years Foundation Stage (EYFS). Which incorporates Personal, social and emotional development.

The Jigsaw adapted long-term PSHE plan is available on the [school website](#). See Relationships Education in Primary schools in the appendix, which shows how the Jigsaw scheme supports the national guidance.

### **3. Why RSE?**

#### **3.1 Legal Obligations**

Maintained primary schools and Academies in England and Wales have a legal responsibility to provide a ‘Relationship and sex education’ programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from ‘sex education’ lessons which fall outside those aspects covered in the National Science Curriculum.

#### **3.2 The needs of young people and the role of schools – not sure you need this section**

The overall aims of the school and National Curriculum are:

1. To provide opportunities for all pupils to learn and achieve
2. To promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The school has a key role, in partnership with parents/carers, in providing RSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

#### **3.3 National and local support and guidance for schools to develop RSE - not sure you need this in**

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change

this situation and RSE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to RSE is in line with the Government's strategy and guidance given to schools in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019)

At a local level support and guidance for schools to develop, RSE includes:

- Advice and support for schools from expert LEA personnel
- Support from Healthy Schools Scheme to develop whole school approaches to RSE.

#### **4 Morals and Values Framework**

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or to be taken advantage of
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE
- Access to help from trusted adults and helping services

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

#### **Inclusion**

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

**The needs of boys as well as girls.** Research suggests that girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying

**Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds.** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality.** On average, about 5% of our pupils will go on to define themselves as Lesbian, gay, or bisexual (LGB). Students may also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

**Special educational needs.** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

**Pupils who use alternative methods of communication.** Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of relationships and sex education to ensure that these pupils have equal access.

#### **Contraceptive advice to older pupils:**

Pupils will be taught, in the context of sexual intimacy and safer sex. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

### **5 A Whole School Approach**

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

**The senior leadership team** (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

**The designated PSHE subject leader** will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**All teachers** are involved in the school's RSE provision. Some RSE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about the school's approach to RSE and aided in their work by the provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. Any teacher who feels ill equipped to deliver RSE lessons will consult directly with the Headteacher.

**Non-teaching staff** may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral role.

**The Governing Body** has responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governors' meetings.

**Parents/Carers** have a legal right to view this policy and to have information about the school's RSE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.

**Pupils** have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted with about their RSE needs and their views will be central to developing the provision, their feedback on the effectiveness and accessibility of teaching techniques will be carefully considered when reviewing the effectiveness of planned units.

## **6. The Taught RSE Programme**

The RSE programme will be delivered as part of the school's approach to PSHE.

### **6.1 Aims of the programme**

The overall aims of the programme are:

- To provide accurate information about, and understanding of, RSE issues
- To dispel myths
- To explore a range of attitudes towards RSE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle
- To develop respect and care for others
- To increase pupils' self-esteem
- To enable pupils to keep themselves safe on and offline
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

### **6.2 Place in the curriculum**

The main RSE programme will be delivered through PSHE lessons using the Jigsaw scheme of work. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

In addition, certain biological aspects are delivered through Science lessons and other aspects of RSE arise in Religion Education and PE sessions.

### **6.3 Content and learning objectives**

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. Our long term plan for Jigsaw is on the website for you to see.

### **6.4 Methodology and resources**

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Sex and relationship education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. Should a teacher be absent, it would not be undertaken with a short-term supply teacher.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils and are non-judgemental and show mutual respect.

Key outside resources used annually are:

- Talk pants- NSPCC <https://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/underwear-rule/underwear-rule-schools-teaching-resources/>
- Puberty and sex education: Busy Bodies <http://www.socialworkerstoolbox.com/education-puberty-10-14yrs-old-busy-bodies-adolescent-development-programme/>
- Puberty and sex education: Operation Ouch! <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-full-programme/zhtnydm>

### **6.5 Ground rules and distancing techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end, ground rules have been agreed to provide a common values framework within which to teach. These are restated and supplemented with suggestions from pupils at the beginning of each RSE lesson. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

### **6.6 Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Subject Leader, Safeguarding Lead or Head teacher as appropriate.

### **6.7 Dealing with questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting
  - Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
  - Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
  - If a verbal question is too personal, the teacher should remind the pupils of the ground rules. This will be followed up using the school's safeguarding procedures.
  - If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it later on an individual basis, following the school's safeguarding procedures.
  - Teachers should not be drawn into providing more information than is appropriate to the age of the child
  - Pupils must not be given the impression that teenagers inevitably have sex; the view that sex should be between two people who are mature enough to make informed decisions should be emphasised
  - If a teacher is concerned that a pupil is at risk of sexual abuse, the Head teacher should be informed and the usual child protection procedures followed.

### **6.8 Monitoring, evaluation and assessment**

The PSHE subject leader regularly evaluates the programme. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. The Ofsted Framework for the Inspection of Schools can inform Monitoring and evaluation. Whilst it is difficult and often inappropriate to assess attitudes and students' personal, lifestyle choices, much of the RSE programme of study is capable of formal assessment, particularly the knowledgeable scientific components.

### **6.9 Parental concerns and withdrawal of students**

“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

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Parents do not have a right to withdraw their child from aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. The science curriculum in all maintained

schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Parents do have a legal right to withdraw their children from dedicated 'sex education' lessons. At primary level, the head teacher must grant this request. Once a child has been withdrawn, they cannot take part in these lessons until the request has been removed.

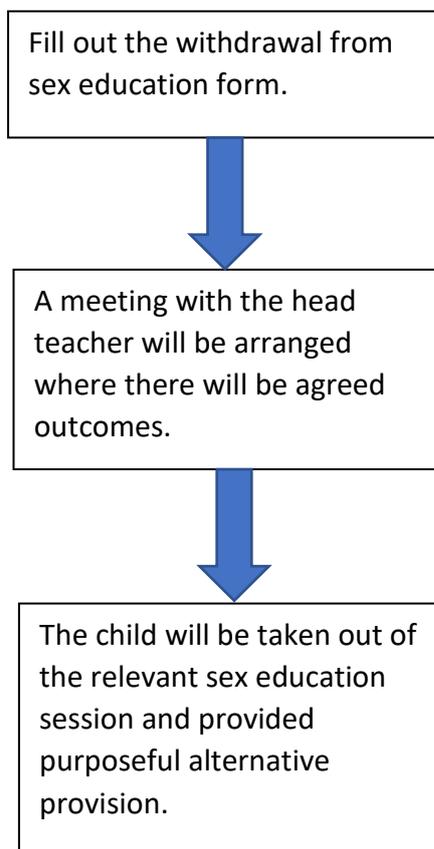
At North Duffield Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

#### **Procedure for withdrawal from sex education**



We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

## **7. Pastoral Support for Pupils who experience difficulties**

### **7.1 The nature of support available to pupils**

The school takes its role in the promotion of pupil wellbeing seriously. The school's Pastoral Support Officer and staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. Where appropriate, pupils are referred to the Healthy Child Team and / or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

### **7.2 Confidentiality and informing parents/carers**

We are aware that some parents/carers find it hard to cope with their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear on the school website
- By placing sex education on the agenda at the relevant governors' meeting
- By inviting parents/carers to discuss sex and relationships education when their child enters the school and when their child moves up from the primary to the secondary department.
- By discussing and agreeing a consistent approach for pupils to be used at home and at school
- By inviting parents/carers to a meeting where resources are available and their use explained.

School staff must not promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child Protection Procedures will be followed when any disclosures about abuse are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, a careful judgement should be made about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing
- The pupil's age, maturity and competence to make their own decisions. Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **Sexual Offences Act 2003**

The Sexual Offences Act aims to clarify what constitutes a crime of sexual nature against children, young people and adults. The Act does not limit children's right to RSE and sexual health support and advice. The aim of the Act is to protect young people from sexual abuse or sexual exploitation. The Act recognises:

- The legal age for young people to consent to have sex is still 16, regardless of sexual orientation.

- Although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people if a similar age, unless it involves abuse or exploitation.
- Young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence.
- The law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence.
- The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want.

### **Observing sexualised behaviour:**

If a young child 'innocently' displays sexualised behaviour either through language, drawing and /or touching. Then we will:

- Assess any safeguarding issues.
- Discuss with the parent being mindful not to make the parent feel that the behaviour is wrong in itself but rather, maybe more appropriate at other times.
- Discuss with the pupil (in an age appropriate way) giving the same messages as above.
- Have an agreed signal with the pupil to stop the behaviour when it is negatively impacting on the learning opportunity taking place.
- Suggest to parents that the pupil visits the doctor to rule out any infections or physical reasons.
- Talk to the health visitor/ school health professional for further advice.
- Try to identify key times of day when the behaviour is more likely to occur and make adjustments to the timetable for that pupil at that time of day.
- Find ways to reduce possible anxiety in the pupil that may be a factor contributing to the behaviour.

### **Self Taken Images – 'Sexting'**

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. In some schools there is increasing concern about pupils taking an indecent image of themselves, or someone taking the image and then sending it to their friends or boy/girlfriend via a mobile phone or some other form of technology. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. This puts the person in the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

It is illegal to send an indecent picture of a person under 18 on to someone else. If anyone were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

The present advice for a pupil if they receive an indecent image or text from someone is not to send this image on to others. The pupils should speak to a trusted adult. If an indecent image has been posted in the online environment, someone will need to contact the service provider, such as Facebook, or Youtube to have it removed. This can be done by visiting their safety centres and following their reporting links.

If a member of school staff is shown or discovers an indecent image then:

- Refer to the Designated Senior Person in school who may seek advice from Children's Social Care

If possible, clarify and make note of the image:

- What is it ?
- Of Whom?
- Who took it?
- How/Why does the pupil have it on their device/phone?

### **Upskirting**

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It is now illegal.

### **7.3 Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' (2002). This is reflected in the school's Anti-Bullying Policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

Since 2004 all schools have been required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school's anti-bullying policy.

### **8. Dissemination of the Policy**

Copies are available at the School Office on request. The policy is also available on the school website.

**This policy has been developed and shared with the whole school community.**

## Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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.</li> <li>• R3 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.</li> <li>• R4 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.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 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</li> <li>• R11 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 and advice from others, if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Relationships</li> </ul>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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</li> <li>• R17 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>



# North Duffield Community Primary School

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Headteacher: Mr A Russell

Maintained by North Yorkshire County Council



North Yorkshire

## Withdrawal from Sex Education form

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/s	