



Relationships and Sex Education (RSE) Policy

September 2023

Approved: September 2023

Review: September 2025

Introduction

At Morgans, we aim to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

Decisions about how children relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education so that they can decide whether or not to withdraw their child. Parents will also be informed of what is being taught as part of the statutory relationships curriculum but as it is a mandatory part of the curriculum, pupils cannot be withdrawn from these teaching elements (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019). Children can also not be removed from any PSHE/Science based 'sex education' curriculum lessons which may cover content such as puberty.

Aims and objectives

Relationships Education

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. When discussing families, the children are taught that families of many forms provide a nurturing environment for children. They are also taught that families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures. This is of course delivered without any stigmatism to any child based upon their family circumstances.

By the time children leave primary school, it is expected that through careful delivery of 'Relationships Education' (see the PSHE Policy for some additional details) that the children will have learned about the following:

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

Sex Education

Although 'Sex Education is not compulsory in primary schools', the DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Morgans, we aim to:-

- prepare our pupils to begin to understand and cope with the physical and emotional changes of growing up;
- prepare our pupils to understand the basic elements of reproduction including human reproduction;
- raise awareness of individual rates of growth and differences and give reassurance.
- create a positive atmosphere for enquiry/learning.

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long- term, and loving relationship;
- the importance of family life;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any sexual matters

Context

Sex Education is delivered within a framework based on an awareness of the moral code and values which underpin all our work in school.

We intend to:

- foster the importance of the family;
- uphold the importance of parents as the first educators of their children and to encourage pupils to talk and discuss with them;
- promote the importance of caring relationships and the idea of self-esteem and respect for others;
- enable pupils to understand that they have rights and should have control over who touches their bodies;
- begin to enable pupils to explore and develop positive attitudes towards moral issues in sexual matters;.

We believe that:

- sex education should be taught in the context of stable relationships and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.
- it is important for children to know the correct vocabulary for the parts of the body in order for them to be safeguarded.

We will also:

- train all our teachers to teach sex education;
- listen to the views of the children in our school regarding sex education;
- look positively at local initiatives that support us in providing the best sex education teaching programme that we can devise.
- work solely with/use materials from external providers and agencies that offer materials that are scientifically accurate, age appropriate, in line with DfE guidelines and respect safeguarding.

Partnership with parents/carers

The school is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we will:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school but not statutory Science or Health lessons. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Inclusion statement

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

Links with other policies

For specific details about possible related issues e.g. Inclusion, Confidentiality, Child Protection, Bullying, Equality, reference needs to be made to our relevant school policy.

Staff training

All teachers and other staff members who are required to teach RSE will have relevant training and resources. The Herts Grid for Learning also has an up-to-date information section for schools. In house training from individual members of staff to all other staff is utilised when appropriate.

Curriculum Organisation

While the majority of the content of the RSE programme is delivered by use of an external scheme (Jigsaw), the responsibility for the suitability of the content of that scheme for the children and the assessment of provision against the principles of this policy remains with the school.

We teach relationships and sex education through different aspects of the curriculum. We carry out relationships and sex education teaching in our personal, social and health education (PSHE) curriculum and also teach relationships and/or sex education through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

What is specifically addressed in each year group is detailed in Appendix A & B with linked key vocabulary that may be used, detailed in Appendix C.

We teach about the parts of the body and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we tell all children that the boys' voices will change during puberty and we explain to the children about menstruation. We give the children the opportunity to ask questions both in mixed and single sex groups and encourage them to ask for help if needed.

We include the statutory relationships and health education within our whole-school PSHE Programme - see the PSHE policy. Some elements of the statutory health education, which links to sex education - relating to Puberty and Human Reproduction - are taught within the Jigsaw 'Changing Me' units of work. The puberty work in Jigsaw fulfils the requirements that sit under the 'Changing Adolescent Body' strand of statutory health

education, and parents cannot withdraw their child(ren) from this - see Appendix B for details. Within the Jigsaw scheme, there are animations and images to support the planned teaching materials.

Confidentiality and child protection

We encourage an open approach to sex education. We discuss issues of personal privacy and try to develop sensitivity to the feelings of others. Occasionally an issue arises of a confidential nature regarding an individual. Staff are advised to encourage children to talk to their parents. If the issue is controversial the child will be told that the teacher will seek advice in a tactful way that will not cause harm or embarrassment.

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (See Child Protection Policy.) Any adult who suspects abuse will must inform the Headteacher so that the matter can be resolved as carefully and sensitively as possible to the benefit of the child.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

DfE guidance further states: "We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used and you should not work with external agencies or organisations that produce such material. While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support."

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#using-external-agencies>

At Morgans School we promote respect for all and value every individual child. Integrated into our curriculum we expose the children to people of different shapes, sizes, ages and ethnicities alongside choices that people make in terms of life styles, clothing and interests. This is to show how each person is special and unique without promoting any particular way of being. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of relationships, health and sex education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSE) Programme please see the Jigsaw-LGBTQ Parent Leaflet (link below) which provides information on 'Including and valuing ALL children. What does Jigsaw teach about LGBTQ relationships?'

https://drive.google.com/file/d/1Fn1ejmtmc4VE8ApdnZ0DfFQcuoYYSrYk/view?usp=drive_link

Roles and responsibilities

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
- Seek the advice of the headteacher on this policy, keep it up to date and make it available to parents

The Headteacher will ensure that:

- The governing body is advised about the nature and organisation of sex and relationships and sex education and how it reflects the aims and values of the school
- Pupils are protected from inappropriate teaching materials
- A scheme of work is agreed and implemented
- Parents are informed about the programme for sex education

The headteacher liaises with external agencies regarding the school sex education programme where necessary, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

Monitoring of RSE

The Curriculum Committee of the governing body monitors our sex education policy on an annual basis.

The headteacher/ subject leader will report to the Curriculum committee to update on the RSE delivery, together with a record of parental and pupil complaints if appropriate.

Lessons on sex education will be observed in the normal programme of monitoring of teaching by the Science and PSHE Co-ordinators. Our programme of sex education is discussed with the staff involved, to evaluate its effectiveness and to keep it up to date. We welcome feedback from children and parents.

The committee will report its findings and recommendations to the full governing body. The committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Appendix A

Relationships and sex education curriculum coverage by Year group

Year Group	Relationships Curriculum	Sex Education Curriculum
EYFS (Nursery and Reception)	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change
1	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships 	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and • Male bodies (correct terminology) • Linking growing and learning • Coping with change
2	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness
3	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	<ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas
4	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals 	<ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Environmental change

5	<ul style="list-style-type: none"> • 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 • SMART internet safety rules 	<ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change
6	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	<ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends

Appendix B

Puberty and Human Reproduction in Jigsaw 3-11

EYFS	Growing up	How we have changed since we were babies.
Year 1	My changing body	Understanding that growing and changing is natural and happens at different rates.
	Boy's and girls' bodies	Appreciating the parts of the body that make us different and using the correct name for them Which parts of me are private? (Use of NSPCC PANTS resources also used here)
Year 2	The changing me	Where I am on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls - how do we feel about them? Which parts of me are private? (Use of NSPCC PANTS resources also used here)
Year 3	Outside body changes	How our bodies need to change so they can make babies when we grow up - outside changes and how we feel about them.
	Inside body changes	How our bodies need to change so they can make babies when we grow up - inside changes and how we feel about them (Male and Female Reproductive Systems).
Year 4	Having a baby	The choice to have a baby, the parts of men and women that make babies and - in simple terms - <i>how this happens (animations of the Female reproductive system)</i>
	Girls and puberty	<i>How a girl's body changes so that she can have a baby when she's an adult - including menstruation.</i>
Year 5	Puberty for girls	<i>Physical changes and feelings about them - importance of looking after yourself (animations of the Female reproductive system)</i>
	Puberty for boys	<i>Developing understanding of changes for both sexes - reassurance and exploring feeling (animations of the Male reproductive system)</i>
	Conception	<i>Understanding the place for sexual intercourse in a relationship and how it can lead to conception and the wonder of new life (animations used - the Female and Male reproductive systems)</i>
Year 6	Puberty	<i>Consolidating understanding of physical and emotional changes and how they affect us (animations used - the Female and Male reproductive systems)</i>
	Girl talk/Boy talk	<i>A chance to ask questions and reflect (single sex groups) (animations used - of the Female and Male reproductive systems)</i>
	Conception to birth	<i>The story of pregnancy and birth (animations used - the Female and Male reproductive systems)</i>

Appendix C

Key Vocabulary linked to the Relationships and Changing Me Jigsaw units by year group

Year Group	Key vocabulary within the Jigsaw Relationships unit (alphabetical order)	Key vocabulary within the Jigsaw Changing Me unit (alphabetical order)
EYFS (Nursery and Reception)	No specific vocabulary is specified for these year groups within the Jigsaw lesson plans	
1	appreciate, caring, celebrate, community, confidence, dislike, feel, feelings, friends, friendship, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, self-belief, sharing, skills, special, texture, touch	adult, adulthood, anus, baby, belong, change(s), coping, different, family, feelings, female, grow, grown up, learn, life cycle, male, mature, new, penis, same, testicles, vagina, vulva
2	acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, family, friends, frightened, good secret, happy, honesty, hugs, important, likes/dislikes, negative, not acceptable, physical contact, point of view, positive problem solving, positive, relationship, reliability, sad, secret, similarities, special, surprise(d), telling, touch, trust, trustworthy, worry	acceptable, adult, anus, appearance, baby, change, child, comfortable, control, cuddle, dislike, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, male, old, penis, physical, private, public, respect, responsibilities, squeeze, teenager, testicles, texture, timeline, toddler, touch, unacceptable, uncomfortable, vagina, vulva, young
3	climate, communications, conflict, deprivation, differences, equality, female, food journeys, friendship, gaming, gay (within the Celebrating Difference unit) global, inequality, interconnected, internet, job, justice, male, men, needs, Private Messaging (PM), problem solving, respect, responsibilities, rights, risky, role, safe, similarities, social media, solution, stereotype, trade, transport, unisex, United Nations, unsafe, wants, win-win, women	affection, animals, babies, baby, birth, care, challenge, change(s), control, egg, female, grow, growing up, love, male, mother, nutrients, ovaries, ovum/ova, penis, puberty, roles, sperm, stereotypes, survive, task, testicles, vagina, womb/uterus
4	acceptance, anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise,	acceptance, change, characteristics, conception, control, egg/ovum, emotions, fertilise, menstruation, ovaries, parents, penis, periods, personal, puberty,

	denial, depression, despair, disbelief, emotions, empathy, friendships, girlfriend, guilt, hopelessness, jealousy, loss, love, loyalty, memento, memorial, memories, negative, negotiate, numb, pain, personal, positive, pressure, problem-solve, relationship, relief, remember, sadness, shock, souvenir, special, strategy, symbol, trust	sperm, testicles, unique, vagina, vulva, womb/uterus
5	age-limit, appropriate, attributes, being-responsible, characteristics, choices, community, devices, gambling/betting, grooming, homophobic (within the Celebrating Difference unit), mental health, off line, online, personal information, personal qualities, physical health, responsibilities, responsibility, rights, risk, risky, safe, screen time, self-esteem, social network, social, trolled, trustworthy, violence, vulnerable	affirmation, aspects, body image, characteristics, conception, contraception, ejaculation, embryo, erection, facial hair, fallopian tube, fertilisation, fertility treatment (IVF), growth spurt, hormones, larynx, menstruation, milestone, oestrogen, ovary/ovaries, perception(s), periods, pregnancy, puberty, relationships, responsibilities, sanitary pads/towels, self, self-esteem, self-image, semen, sperm, tampons, teenager, testicles/testes, umbilical cord, vagina, vulva, wet dream, womb/uterus
6	abuse, acceptance, anger, anxiety, ashamed, assertive, assertiveness, authority, bereavement, bullying, communication, control, coping strategies, cyberbullying, denial, despair, emotions, feelings, grief, guilt, hopelessness, influences, judgement, loss, mental health, power, pressure, real/fake, risks, sadness, safety, script, self-control, self-harm, shock, signs, stigma, strategies, stress, support, technology, transgender (within the Celebrating Difference unit), true/untrue, warning, worried	attraction, breasts, celebrity, cervix, challenge, choice, contractions, embryo, erection, facial hair, fallopian tube, feeling moody, feelings/emotions, foetus, freedoms, growing taller, hips widen, hormones, labour, love, menstruation, mental health, midwife, negative body-talk, opportunities, ovulation, penis, placenta, pregnancy, pressure, pubic hair, real self, relationship, responsibilities, sanitary towel, self-esteem, self-image, semen, sperm, tampon, testicles, umbilical cord, underarm hair, vagina, voice breaks, vulva, wet dream, womb/uterus