

# AYCLIFFE DRIVE PRIMARY SCHOOL



## PSHE Policy including Relationship and Sex Education

**Updated June 2024  
To be reviewed September 2025**

**Staff Responsible**

Mrs R M H Green  
Miss L Johnson

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. In the split classes, the children will be taught according to their own age group.

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:**

All lessons regarding SRE including puberty are taught in the second half of the summer term. 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 (contents listed below). Parents have the right to withdraw their child from sex education lessons that do not teach puberty and are not covered within science lessons; these are highlighted in red. Parents have

opportunities to discuss concerns with the PSHE lead. If you still wish to withdraw your child, please do this in writing to Miss Johnson.

<b>Aycliffe Drive</b>	<b>Piece (lesson) Number and Name</b>	<b>Learning Intentions relating to Puberty and Human Reproduction</b>
<b>Year group</b>		
<b>Ages 3-4</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of my body and show respect for myself</li> </ul>
	Piece 3 Growing Up	<ul style="list-style-type: none"> <li>I understand that we all start as babies and grow into children and then adults</li> </ul>
	Piece 4 Growth and Change	<ul style="list-style-type: none"> <li>I know that I grow and change</li> </ul>
<b>Ages 4-5</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of the body.</li> </ul>
<b>Reception</b>	Piece 3 - Growing Up	<ul style="list-style-type: none"> <li>I understand that we all grow from babies to adults.</li> </ul>
<b>Ages 5-6</b>	Piece 1 Life Cycles	<ul style="list-style-type: none"> <li>I am starting to understand the life cycles of animals and humans</li> <li>I understand that changes happen as we grow and that this is OK</li> </ul>
<b>Year 1</b>	Piece 2 Changing Me	<ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>I know that changes are OK and that sometimes they</li> </ul>
	Piece 3 My Changing Body	<ul style="list-style-type: none"> <li>I can tell you how my body has changed since I was a baby</li> <li>I understand that growing up is natural and that everybody grows at different rates</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>I respect my body and understand which parts are private</li> </ul>
<b>Ages 6-7</b>	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I understand there are some changes that are outside my control and can recognise how I feel about this</li> </ul>
<b>Year 2</b>		

	<b>Piece 2 Growing from Young to Old</b>	<ul style="list-style-type: none"> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can identify people I respect who are older than me</li> </ul>
	<b>Piece 3 The Changing Me</b>	<ul style="list-style-type: none"> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I feel proud about becoming more independent</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private</li> <li>I can tell you what they like/don't like about being a boy/girl</li> </ul>
<b>Ages 7-8 Year 3</b>	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</li> <li>I can express how I feel when they see babies or baby animals</li> </ul>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab - uterus /womb)</li> <li>I can express how I might feel if they had a new baby in their family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)</li> </ul>
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> <li>I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)</li> <li>I can recognise how I feel about these changes happening to me and know how to cope with these feelings</li> </ul> <p><b>Note - this lesson briefly introduces the term 'period' and explains what a period is in simple terms.</b></p> <p><b>This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question, all staff will use the following script: 'the male and female decide when this happens and we will learn more about it at another time'.</b></p>
<b>Ages 8-9 Year 4</b>	Piece 1 Unique Me	<ul style="list-style-type: none"> <li>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</li> <li>I appreciate that I am a truly unique human being</li> </ul>
	Piece 2a Having A Baby	<ul style="list-style-type: none"> <li>I understand what responsibilities there are in parenthood and the joy it can bring</li> <li>I can consider what has influenced my life and what might influence the lives of other people</li> <li>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</li> </ul> <p><b>Note - this lesson talks about feelings and responsibilities around having a baby. It mentions egg and sperm but does not talk about how they come together. If a child asks the question, all staff will use the following script:</b></p>

		'the male and female decide when this happens and we will learn more about it at another time'.
	Piece 3 Puberty and Menstruation	<ul style="list-style-type: none"> <li>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul> <p>Note - teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</p>
Age 9-10 Year 5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> <li>I can explain how girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> <li>I can describe how boys' and girls' bodies change during puberty</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 4 Conception  Parents have the right to withdraw children from this session as it is classed as human reproduction.	<ul style="list-style-type: none"> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
Age 10-11 Year 6	Piece 2 Puberty	<ul style="list-style-type: none"> <li>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 3 Babies - Conception to Birth  Parents have the right to withdraw children from this session as it is classed as human reproduction.	<ul style="list-style-type: none"> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>I recognise how I feel when I reflect on the development and birth of a baby</li> </ul>

	Piece 4a  Adolescent friendships	<ul style="list-style-type: none"> <li>• I understand and respect the changes that I see in other people</li> <li>• I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</li> <li>• I can be assertive when appropriate</li> </ul>
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### **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 bought 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.