

# Physical, Social, Health and Economic and Relationships and Sex Education Policy



## Policy Statement

At Holy Trinity CE Primary School we embrace the vision for a highly educated society in which opportunity is more equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

## Governing Body

<b>Lead Person</b>	<b>Chris Tongeman</b>
<b>Link Governor/Chair of Committee</b>	<b>Lesley Morrison</b>
<b>Committee</b>	<b>Pupil and Achievement Committee</b>
<b>Date Reviewed (incl. signature of Link Governor/Chair)</b>	<b>March 2023</b>
<b>Date Ratified (incl. signature of Chair of Governors)</b>	<b>March 2023</b>
<b>Next review date</b>	<b>March 2025</b>

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## Excellence in how we worship, learn and work together

“A thriving, purposeful community of learners where adults and children work together in an environment planned for high quality teaching and learning and where all members of the school community involved in the successful development of children learning, work closely together for school improvement.”

## INTRODUCTION

The implementation of this policy is in line with the new requirements set out by the Government in consultation with our parents. From September 2020 it was statutory for all schools to deliver Relationships Education in primary schools and we are encouraged by the Department of Education (DofE) to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings. Health Education was also made statutory from 2020, covering the key facts about puberty and the changing adolescent body. The subject content will be age appropriate and developmentally appropriate for the children we are teaching.

At Holy Trinity CE Primary School, we will offer pupils a carefully planned programme using the JIGSAW scheme as RSE is best taught as part of the Personal, Social and Health Education (PSHE); in Citizenship and the Science curriculum. RSE will be delivered within a safe, comfortable atmosphere where teachers and pupils feel relaxed and have built good relationships.

## THE MORALS AND VALUES FRAMEWORK

The JIGSAW programme is set within a moral framework that will support our children to foster personal wellbeing and help to develop resilience, which we believe are fundamental to pupils' happiness, success and will help them to become productive members of society.

Children will learn about moral values through all aspects of school life and all curriculum areas, not just Relationship and Sex Education.

RSE, taught within a framework that gives due regard to moral considerations and the value of family life, will:

- Take account of pupils' levels of knowledge and awareness of the issues being addressed.
- Develop pupil's self-respect through the promotion of self-esteem, acknowledging the value of each individual pupil.
- Reflect an understanding of the range of family groups that children live in.
- Develop respect and sensitivity to others through knowledge of difference.

At Holy Trinity we encourage and support pupils to:

- Take responsibility for their actions and the consequences of actions.
- Develop positive relationships with other pupils and adults within the school community.
- Raise any issues that they may have about growing up.

## AIMS

Parents and carers are the prime educators for their children in many of these matters and at Holy Trinity School we aim to complement and reinforce this knowledge. Our aims are to help the children:

- Have the confidence and self-esteem to value themselves and others;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Understand about the range of relationships, including the importance of family for the care and support of children;
- Provide a framework in which sensitive discussions can take place;
- Understand the importance of health and hygiene; including their own well-being and mental health;
- Recognise unsafe situations and be able to protect themselves and ask for help and support;
- Prepare older pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Teach pupils the correct vocabulary to describe themselves and their bodies and describe how their bodies work.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. As part of a whole school approach, through the planned programme of learning, we aim to:

- Provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future
- Develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

## POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents, to ensure clarity regarding the statutory requirements of relationships and sex education (RSE) and that the pupils receive their educational entitlement. The consultation and policy development process involved the following steps:

1. Review – a member of staff and working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE lessons
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## DEFINITION

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health.

RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

RSE is not about the promotion of sexual activity.

## CURRICULUM

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

PSHE (which includes Relationships and Sex Education) is taught weekly, by class teachers, through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Every plan has child-initiated and adult-led activity ideas for both the indoor and outdoor learning environment.

### Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
Autumn 2:	Celebrating Difference (including anti-bullying)	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me (including Sex Education)	Includes Relationships and Sex Education in the context of looking at change

These areas of learning are taught within the context of family life. Taking care to ensure 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, 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).

Opportunities for linking aspects of PSHE to the school curriculum will also be identified and developed by class teachers. We also aim to cover aspects of PSHE through special theme days and weeks e.g. Friendship Fortnight and Anti-Bullying week.

## **ROLES AND RESPONSIBILITIES**

### **The Governing Board**

The Governing Board will approve the RSE 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, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **Teaching Staff and Pupils**

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class uses established ground rules:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Weekly Jigsaw learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development.

In KS1 and KS2. PSHE lessons are part of the weekly time-table. Learning opportunities in other subjects through our theme led curriculum are always being developed, as such specific events and activities are planned into the school year to enrich learning. Teachers choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship.

Where possible as a school we try to develop our PSHE ethos to many aspects of school life. "Respect" is one of our core school values. We aim to put this into practice by valuing the opinions and ideas of our pupils. We appoint Well-being Ambassadors whose role involves peer mentoring within the classroom and at lunchtimes and playtimes. Where appropriate, some classes use worry boxes to encourage children to voice their concerns. All classes nominate their own "Trusted adults" if they need help outside the classroom environment. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

## Parental and Community Involvement

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter.

Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement.

We also have a close relationship with our Foundation Church, Holy Trinity Church who leads worship in the school. We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, e-safety advisors, St Johns Ambulance service, to deliver aspects of the PSHE curriculum where possible.

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme.

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE 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 well-being.

Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the London Diocese Board.) Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in away to ensure that there is no stigmatization of children based on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- It reflects that sex is a gift from God: a human longing for an intimate union.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We must not let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

## Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	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 recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	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 know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways



6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

The Church of England Guidelines state that RSE should be based on the following principles and is something that we will adhere to within the teaching and learning of Holy Trinity CE Primary School.

- Children should learn the importance of marriage, family and committed relationships as key building blocks of community and society.
- RSE includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- RSE is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be made more aware of the spiritual dimensions and the joys of intimacy.
- Children should be taught to have respect for their own and others peoples' bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves and of self-control.
- Children should be made aware of God's forgiveness and that there is always a way back.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

### Withdrawal from RSE Lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum for Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.



Once a child has been withdrawn they cannot take part in the Sex Education programme until the request for withdrawal has been removed.

### Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

### Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness sessions
- Parents'/carers' evenings
- Information leaflets/displays

### Assessment

Assessment of children's understanding, knowledge and skills is through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Every child, in KS1 and KS2 has a Jigsaw Journal that will follow them through their time at school. As well as being a record of their learning, it will also be used as an assessment tool.

For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

## Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of Jigsaw Journals
- Staff meetings to review and share ideas

## Links with Other Policies

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Anti-Bullying Policy
- Behaviour for Learning Policy
- General Data Protection Regulation Statement
- Equal Opportunities Policy
- Health and Safety Policy
- Online Safety Policy
- SEND & Inclusion Policy
- Religious Education Policy
- Safeguarding & Child Protection Policy

<b>Policy Adoption, Monitoring and Review</b>
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This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2022'

Policy Adopted by Governors in: March 2023

Signature (Chair of governors):



Policy Due for Review: March 2025

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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>• 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>• 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>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• 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>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• 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>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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>• 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>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• 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>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 2: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>



BY ALISON HARRIS, 20 FEBRUARY, 2020

## How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?

**In November 2019, the Church of England published Principles and a Charter entitled "Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools". The document sets out several key principles and then provides a Charter which schools can use.**

*Please click here to access the [JIGSAW Statutory Relationships and Education Framework](#)*