



The Federation of

Chadsmoor Community Infant and Nursery School
And
Chadsmoor C.E (VC) Junior School

Relationships & Sex Education (RSE) Policy

This policy outline is intended to support staff and colleagues in devising their Relationships and Sex Education (RSE) policy.

Written by:	Miss E Curtis	Date: July 2022
Approved by:	Mrs J Westley	Date:
Last reviewed on:	July 2022	
Next review due by:	July 2023	

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Aims

Relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive relationship and sex education does not make young people more likely to become sexually active at a younger age.

At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

The aims of relationships and sex education (RSE) at our school are to:

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

Statutory Requirements

Here, at Chadsmoor Federation we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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.

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

" These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff 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 invited to attend a meeting about the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality*

and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world." (Page 34)

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. Emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

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. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. 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 Chadsmoor Federation School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction (how babies are conceived through consensual sexual intercourse, gestate for nine months in the uterus and are born through the vaginal birth canal). We intend to teach this in year 6 in the changing me jigsaw piece in Summer Term 2; however, this is cohort dependant and may be taught at a different point during the year. Should this happen, there will be a conversation between the Headteacher, head of school, PSHE coordinator, learning mentor and Year 6 staff to determine when.

Curriculum

Our curriculum is set out as per the Relationship and Health Education mapping document, which can be found on our school website, but we may need to adapt it as and when necessary depending on the needs of our cohort.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- How a baby is conceived and born

For more information about our curriculum, see the mapping of sex education in appendix A

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Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum once a week by the class teacher as well as other professionals. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

Sex education in year 6 will be taught in the changing me unit; which will focus on preparing boys and girls for the changes of adolescence as well as understanding how a baby is conceived and born.

In Spring Term 2 before the changing me unit is taught, parents will be sent a letter and will be informed of the content of the puzzle piece for their child's year group. For more information about our RSE curriculum, see mapping document on school website.

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).

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE coordinator and the Headteacher. All teachers are responsible for teaching RSE within the Chadsmoor Federation. Year 6 class teachers and learning mentors are responsible for delivering sex education.

Pupils

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

Parents' right to withdraw

"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

At Chadsmoor Federation, 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 6, Lesson 4 (Conception, birth)

The school will inform parents of this right via a letter and class dojo in spring term 2 (or half term before) and a letter will be sent home with a withdrawal form attached. Miss Curtis (PSHE coordinator) will hold a meeting prior to this to consult with parents and discuss the lesson, show example resources and answer questions.

Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if they deem appropriate and necessary.

Monitoring arrangements

The delivery of RSE is monitored by Miss E Curtis (PSHE coordinator) through: planning scrutinies, learning walks, pupil voice, staff voice and book scrutinies

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss E Curtis annually. At every review, the policy will be approved by the governing board and the Headteacher.

Appendix A – Sex education mapping

Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used - the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used - the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used - the Female and Male Reproductive Systems)

Appendix B- Parents' right to withdrawal form from 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	Include notes from discussions with parents and agreed actions taken. 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

Appendix C - Letter to Year 6 Parents about Sex Education

Dear Parents/Carers,

I am writing to inform you that during the next half term (Summer Term 2) will be teaching a Sex Education lesson to year 6. A post will be put on dojo the week this will be taught.

The Relationships Education, Relationships and Sex Education and Health Education Guidance (2020) states that although Sex Education is not a requirement, "It is important that the transition phase before moving to secondary school supports the pupils ongoing emotional and physical development effectively. The Department (Education) continues to recommend therefore that all primary schools should have a sex education program tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and- drawing on knowledge of the human life cycle as set out in the national curriculum for science - how a baby is conceived and born."

As Sex Education is not compulsory, parents have the right to withdraw their child from this lesson after a discussion with the school. Attached to this letter is a form to complete if you do not want your child to be in this lesson.

All concepts will be introduced with age appropriate cartoons and vocabulary and will explain how reproduction takes place and briefly how babies are born. Any questions will be answered to an age appropriate level by staff.

I will be holding a Microsoft Teams meeting on Tuesday 8th June at 4 O'clock to discuss any questions that you may have in regards to the content. A link will be posted onto class dojo the day before the meeting.

Further information can be found on the PSHE section of the Federation's website where there is a vocabulary table along with example cartoons which shows what we will be discussing.

Yours sincerely,

Miss Curtis
PSHE Coordinator