

RELATIONSHIP EDUCATION AND RELATIONSHIP & SEX EDUCATION (RSE) POLICY

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1. Purpose

- 1.1 Relationship and Sex Education (RSE) is lifelong learning to help and support our pupils through their personal, physical, moral and emotional development in partnership with the pupil's parents and carers. It is about the understanding of the importance of family life, stable and loving relationships, respect and responsibility, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.
- 1.2 The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.
- 1.3 Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication, independence and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media or online. We teach pupils to be accepting and respectful of different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.
- 1.4 We believe that RSE should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly. Teaching in RSE will:
 - support pupils to develop socially, morally, emotionally, physically and mentally;
 - prepare pupils for transitions and the opportunities, responsibilities and experiences of adult life;
 - support pupils to develop confidence and self-esteem especially in their relationships with others;
 - ensure that pupils can protect themselves and ask for help and support;
 - encourage pupils to respect their own and other people's decisions, rights and bodies;
 - promote the skills to build positive personal relationships;
 - encourage the development of communication and decision making skills;
 - give accurate information about puberty, reproduction and contraception;
 - give opportunities to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.

2. Definitions

- 2.1 "The school" and "Jigsaw School" means Jigsaw CABAS® School
- 2.2 "CABAS®" is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.
- 2.3 RSE is an acronym for Relationship and Sex Education

3. Scope

- 3.1 This policy was produced in consultation with parents, staff, governors and pupils. The policy applies to all pupils, parents and staff at Jigsaw CABAS School and is closely linked to other policies, notably: Teaching and Learning, Personal, Social, Health and Economic education (PSHE) and Citizenship, Behaviour Management, Anti-Bullying and Safeguarding and Child Protection, Online Safety and Personal and Intimate Care.
- 3.2 The policy is available to parents, staff and governors on the school's website. Additionally, staff can also access the policy from Jigsaw's intranet. Printed copy can be requested via the administration school. Parents are made aware of the policy via the introductory parent meeting and they are given opportunities to discuss it during their child's progress review meetings.

4. The Policy

- 4.1 The Relationship 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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Personal, Social, Health and economic education continues to be compulsory in independent schools.
- 4.2 Relationships Education and RSE at Jigsaw will be delivered as part of the school's PSHE education curriculum. The teaching of these subjects will be carried out with sensitivity and reference to the law.
- 4.3 We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will consider the age, ability, readiness and cultural backgrounds of pupils to ensure that all can fully access RSE provision.
- 4.4 RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's anti-bullying policy.

5. Safeguarding and Confidentiality

- 5.1 We provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home.
- 5.2 It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, staff should follow the school's **safeguarding and child protection policy & procedures**. Personal information about pupils who have approached a teacher for discussion and disclosed sensitive information should not be shared with any other person.
- 5.3 Pupils with special educational needs are more vulnerable to exploitation and less able to protect themselves from harmful influences. Child Sexual Exploitation, or CSE, is a form of sexual abuse which sees children/young people being manipulated or coerced into sexual activity for receiving 'something' such as; gifts, money, food, attention, somewhere to stay etc. Technology is very often used to groom victims. This may occur through social networking sites and mobile phones with internet access.

- 5.4 As pupils spend more and more time accessing internet enabled devices, emphasis at Jigsaw is also placed on teaching pupils to recognize ways they could put themselves at risk through the use of technology and how to stay safe while online. If staff have concerns regarding any of our pupils, they should seek support from the Designated Safeguarding Lead (DSL) and follow the school's **Safeguarding and Child Protection Policy & Procedures**.

6. Implementation & Curriculum

- 6.1 It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classes. We encourage teachers to provide learning experiences that are specific to the need of the pupils in their classes, and responsive to their pupils' behaviour and development.
- 6.2 Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.
- 6.3 The teaching of RSE curriculum will be delivered by class teachers as part of individual curriculum teaching sessions, topic (for 3 year rolling plan see *Appendix A*) lessons in small groups and during activities of 'Girls' Club'. Individual learning objectives will be implemented to suit the ages, gender, abilities and needs of individual pupils. The RSE curriculum is also supported by themed days and events and assemblies.
- 6.4 The teaching of RSE will be guided by the following statements:
- relationship and sex education will complement and support the role of parents and take into account their wishes so that sex education becomes a shared responsibility;
 - the content will be presented in a sensitive, objective and balanced manner taking into account the age, maturity and needs of the pupils as well as their cultural background;
 - the content will be planned and progressive;
 - for pupils going through puberty there will also be an emphasis on coping with the changes which are taking place in their bodies.
- 6.5 The three main elements of relationship and sex education in the school include:

6.6 Attitudes and Values

- learning the importance of values and individual conscience and considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

6.7 Personal and Social Skills

- learning to manage emotions and relationships confidently;
- developing self-respect and, where appropriate, empathy for others;

- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequence of choices made;
- where possible managing conflict;
- where possible learning how to recognise and avoid exploitation;
- knowing who to trust.

6.8 Knowledge and Understanding

- learning and understanding physical development;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

6.8.1 The remainder of the knowledge and understanding element linked to contraception will be decided on an individual basis in consultation with the parents/carers.

7. Terminology

7.1 Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

8. Ground rules

8.1 Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Teachers are encouraged to create a safe and secure climate within their classes to teach by implementing ROCK ground rules:

- Respect (everyone has the right not to answer the question)
- Open
- Confidentiality
- Kind

8.2 Additionally, teachers should agree with pupils the following rules:

- we use the anatomically correct names for body parts;
- meanings of words will be explained in a sensible and factual way;
- we don't ask or have to answer any personal questions.

9. Dealing with difficult questions

9.1 Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult or sensitive question that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE coordinator or School Management Team. The below points provide basic guidance to teachers:

- If a question is too personal, the teacher should remind the pupil of the ground rules and seek advice from senior staff;
- If a teacher does not know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later; for

example, *'That is a very interesting question and I need time to think about it because I want to give you a proper answer.'*

- If a question is too explicit, feels too old for a pupil, is inappropriate for the class, or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it later on an individual basis;
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

10. Distancing techniques

10.1 Teachers should make use of distancing techniques to avoid embarrassment and protect pupils' privacy. For example, discussions should be depersonalised, role play can be used to help pupils 'act out' situations and case studies and social stories with invented characters can support the delivery of RSE.

11. Use of materials

- 11.1 Resources such as pictures, videos, stories and presentations will be assessed before use in order to protect pupils from inappropriate content and to ensure that they are appropriate for the age and maturity of pupils and sensitive to their needs.
- 11.2 Parents will be informed of the RSE curriculum and learning outcomes in advance and can request access to resources and information being used. Parents should contact their child's supervisor if they wish to discuss the curriculum or resources further.

12. Guest speakers

- 12.1 We may invite guest speakers into school to give a talk on issues related to RSE. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions. Teachers will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. Any resources and presentations used by visitors/guest speakers will be reviewed by senior staff.
- 12.2 Teachers may wish to use an anonymous question box enabling pupils to feel more comfortable to ask questions without being identified.

13. Roles and Responsibilities

13.1 Governors and senior leaders will:

- develop this school policy and review it at least every two years;
- ensure that all staff are given regular and ongoing training on issues relating to RSE;
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE;
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils;
- ensure that RSE is age-relevant and appropriate across all year groups;
- support parental involvement in the development of the RSE curriculum;

- ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school;
- communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

13.3 All teaching staff will:

- keep up to date with school policy and curriculum requirements regarding RSE;
- attend and engage in professional development training around RSE provision;
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them as necessary;
- provide regular feedback to their managers on their experience of teaching RSE and pupil response;
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school;
- tailor their teaching to suit pupils in their class, across the whole range of abilities
- establish ground rules with their pupils;
- know how to deal with unexpected questions or comments and concerns of sexual abuse and bullying;
- use distancing techniques;
- encourage reflection.

13.4 Parents

- The school expects parents to share the responsibility of RSE and support their children's personal, social and emotional development.
- We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters linked to PSHEE.
- Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

14. Withdrawal from SRE

- 14.1 Parents/carers have the right to request that child be withdrawn from some or all aspects of the sex education delivered as part of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or the aspect of sex education that fall under the National Curriculum for science i.e. human growth and reproduction.
- 14.2 Any parent wishing to withdraw their child from RSE should contact the Director of Education in writing, who will arrange a meeting to discuss the concerns of parents/carers. RSE is a vital part of the school curriculum and supports child development. We strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

15. Complaints

15.1 Parents or carers who have a complaint or concern regarding the RSE curriculum should contact the school and follow the school's complaints procedures.

16. Monitoring, review and evaluation

16.1.1 Our aim is to provide RSE that is relevant and tailored to meet the individual needs of our pupils, depending on their age and stage of personal development. For this reason we review each pupil's RSE curriculum twice a year as part of progress review meeting. Parents will be informed of any revisions to the school policy or RSE curriculum.

16.2 We aim to monitor the effectiveness of our RSE provision through ongoing:

- feedback from pupils;
- feedback from parents;
- feedback from staff;
- classroom observations.

16.3 Evaluations are kept of RSE, Science & PSHE activities when these are a part of topic or other group sessions. Where individual objectives are in place the lead teachers and supervisors work together to monitor progress. The School Management Team monitor and review the provision of RSE school-wide and for individual pupils by contributing to Individual Learning Plans and making recommendations as necessary.

17. Support

17.1 We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

17.2 Parents can contact their child's supervisor if they would like any information, clarification on their child's curriculum, or the school's Parent Liaison Officer if they require support in addressing and managing any behaviours in the home setting.

18. Policy Review

18.1 This policy will be reviewed at least every two years by the school management team and governors and will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

18.2 This policy was last reviewed in September 2019.

19. Version History

No.	Date	Amendment
1.1		
1.2	September 2019	Format changes to document, content moved around in the different sections 4.1 updated with new legislative requirements & reference 6.3 updated with topic and girls club 9.1 more guidance added to dealing with difficult questions 10. distancing techniques section added 11. Use of materials section added 14. withdrawal from RSE updated according the legislative requirements Equal opps section deleted as parts of this section were embedded in the policy section

20. Related Legislation & Guidance

Document	Location
Primary National Strategy DfES 1576-2005 G	
The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019	http://www.legislation.gov.uk/ukdsi/2019/9780111181997
Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, (September 2019)	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
Sex and Relationship Education Guidance by DfEE – July 2000	https://www.gov.uk/government/publications/sex-and-relationship-education
Equality Act 2010	http://www.legislation.gov.uk/ukpga/2010/15/contents
Keeping Children Safe in Education, 2019	

21. Related Internal Documentation

Document	Electronic Copy Location
Teaching and Learning Policy	Operations / PAWS / POLICIES / Jigsaw School /
Safeguarding & Child Protection Policy	Operations / PAWS / POLICIES / Jigsaw School /
PSHE & Citizenship Policy	Operations / PAWS / POLICIES / Jigsaw School /
Science Policy	Operations / PAWS / POLICIES / Jigsaw School / Curriculum Subject Policies
Online Safety Policy	Operations / PAWS / POLICIES / Jigsaw School /
Anti-bullying Policy	Operations / PAWS / POLICIES / Jigsaw school
Behaviour Management Policy	Operations / PAWS / POLICIES / Jigsaw School /

APPENDIX 1 – Topic Curriculum 3 Year Plan 2019 - 2022

	FOCUS AREA	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22
AUTUMN TERM	THEMED WEEKS & EVENTS	INVENTORS AND INVENTIONS, ROAD SAFETY & ANTI-BULLYING	PRE-HISTORIC AGES, ROAD SAFETY & ANTI-BULLYING	TUDORS, ROAD SAFETY & ANTI-BULLYING
		CHRISTMAS PRODUCTION, CHILDREN IN NEED, POPPY APPEAL, MUSIC FOR AUTISM WORKSHOP, PANTOMIME	CHRISTMAS PRODUCTION, CHILDREN IN NEED, POPPY APPEAL, MUSIC FOR AUTISM WORKSHOP, PANTOMIME	CHRISTMAS PRODUCTION, CHILDREN IN NEED, POPPY APPEAL, MUSIC FOR AUTISM WORKSHOP, PANTOMIME
AUTUMN 1 ST HALF TERM	PSHE & RSE TOPIC	NEW BEGINNINGS	NEW BEGINNINGS	NEW BEGINNINGS
	RE	WHO AM I AND WHERE DO I BELONG?	WHAT MAKES A PLACE SPECIAL?	WHAT MAKES SOMETHING SPECIAL?
AUTUMN 2 ND HALF	PSHE & RSE TOPIC	ALL ABOUT ME	MY CHANGING BODY (growing up & puberty)	HEALTHY LIVING
	RE	WHY DO WE HAVE CELEBRATIONS?	WHY DO WE GIVE PRESENTS AT CHRISTMAS?	HOW CAN ARTISTS HELP US UNDERSTAND CHRISTMAS?
SPRING TERM	THEMED WEEKS & EVENTS	MAYAN CIVILISATIONS, ONLINE SAFETY & CAREERS,	KINGS & QUEENS OF BRITAIN, ONLINE SAFETY & CAREERS	GREAT MUSICIANS, ONLINE SAFETY & CAREERS
		RED NOSE DAY, MUSIC FOR AUTISM WORKSHOP	RED NOSE DAY, MUSIC FOR AUTISM WORKSHOP	RED NOSE DAY, MUSIC FOR AUTISM WORKSHOP
SPRING 1 ST HALF	PSHE & RSE TOPIC	MY FEELINGS & EMOTIONS	HEALTHY LIVING	MY FEELINGS & EMOTIONS
	RE	CELEBRATING EASTER	DIFFERENT RELIGIONS & BELIEFS	WHAT IS IMPORTANT TO CHILDREN ACROSS THE RELIGIONS?
SPRING 2 ND HALF	PSHE & RSE TOPIC	MY BODY (taking care of the body - personal hygiene, dental care, knowing the names of body parts)	MY INDEPENDENCE, RIGHTS & RESPONSIBILITIES	MY ASPIRATIONS (CAREERS)
	RE	DIFFERENT PLACES OF WORSHIP	HOW CAN WE CARE FOR THE WORLD?	IS THE WORLD A FAIR PLACE?
SUMMER TERM	THEMED WEEKS & EVENTS	CULTURES AND LANGUAGES, HEALTHY EATING & COMMUNICATION	CULTURES AND LANGUAGES, HEALTHY EATING & COMMUNICATION	CULTURES AND LANGUAGES, HEALTHY EATING & COMMUNICATION
		MUSIC FOR AUTISM WORKSHOP, SIBLINGS DAY, SPORTS DAY	MUSIC FOR AUTISM WORKSHOP, SIBLINGS DAY, SPORTS DAY	MUSIC FOR AUTISM WORKSHOP, SIBLINGS DAY, SPORTS DAY
SUMMER 1 ST HALF TERM	PSHE & RSE TOPIC	MY RELATIONSHIPS	MY SAFETY (ON THE ROAD & IN THE COMMUNITY)	MY RELATIONSHIPS
	RE	WHAT MAKES OUR WORLD WONDERFUL?	SYMBOLS ACROSS THE RELIGIONS	VISITS TO PLACES OF WORSHIP
SUMMER 2 ND HALF	PSHE & RSE TOPIC	MY SAFETY (ONLINE & AT HOME)	OUT AND ABOUT (USING MONEY)	HOLIDAYS
	RE	WHAT CAN WE LEARN FROM STORIES?	VISITS TO PLACES OF WORSHIP	WHAT ARE THE SPECIAL BOOKS IN DIFFERENT RELIGIONS?