



Aim High, Believe and Achieve.

Relationship and Sex Education Policy.

Author/Person Responsible	Mrs. Jessica Risdale Miss. Grace Carter
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Chair of Governor's Signature	



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Definition of Sex and Relationships Education

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

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.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Rationale

Relationships and Sex Education (RSE) teaches children the knowledge, skills and attitudes to look after their bodies and respect those of others. It helps children value loving relationships and promotes self-esteem and emotional health as they prepare for the physical and emotional demands of adolescence and adulthood.

RSE is taught at Abbotswood Primary school using the Jigsaw 'Relationships' and 'Changing Me' Puzzle in Terms 5 and 6. There is a separate and detailed **PSHE Policy**, which explains the Jigsaw programme. RSE is primarily taught in the context of relationships, emphasising loving, stable relationships but avoiding bias towards a particular marital status or sexuality. It is age-appropriate and does not promote sexuality or sexual activity. RSE addresses the changes that children face in puberty and helps them to respect their own and other's bodies. Age-appropriate references to sex, sexuality and sexual health are necessary as part of RSE, and are agreed following consultation with staff, parents and governors.

RSE is central to helping our children to become responsible, mature adults able to live fulfilling and loving lives. Therefore, RSE teaching runs throughout the school. It is taught in an atmosphere of openness, honesty, respect for the subject and each other. It recognises that children will all be at different stages in their emotional, physical and social maturity and so provides appropriate teaching and learning activities. The content of RSE covers issues which some may find difficult and so must be handled sensitively with appropriate ground rules.

Aims

At Abbotswood Primary School, we aim for children to develop the self-esteem and social skills required to live a happy, safe and healthy lifestyle. We hope to achieve this by:

- Encouraging children to develop respect for their own and other people's bodies, emotions and choices;
- Helping children to understand the consequences of their actions, and to behave responsibly within relationships and manage change;
- Supporting children in recognising a wide range of relationships, and understanding the choices they have within these;
- Helping children to feel prepared for the physical and emotional demands of puberty and adulthood;
- Teaching children to use communication and assertiveness skills to cope with the influences of peers and media;
- Informing children of how to access further information and support.



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Current RSE requirements

In the RSE guidance of 2019, the DfE states that *'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. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role'*.

Compulsory aspects of RSE

From September 2020, all schools have to teach Relationships and Health Education. You can read about these changes in this DfE guide for parents here:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

The DfE also strongly encourages primary schools to deliver sex education to help prepare children for their transition to secondary school.

Therefore, as from September 2020, the Government made it **compulsory** for all children to learn about Relationship education in Primary schools and a child cannot be withdrawn from these lessons.

Relationship Education covers five main strands:

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

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education **compulsory** in all primary schools. Sex education is not compulsory in primary schools. Primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Withdrawal from RSE lessons and working with parents.

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and the statutory Relationships Education.



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Anything to do with puberty, periods or non-sexual relationships, comes under Health or Relationships education and must be taught to all children.

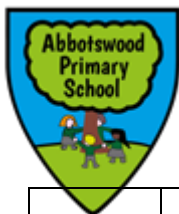
Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

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

Jigsaw RSE Content

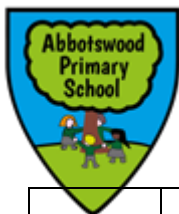
The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle. This is taught in Term 6.

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



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		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	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



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	Babies – Conception to Birth	
	Piece 5 Attraction	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

Delivery

Class teachers will deliver RSE lessons. Teachers delivering RSE will use a variety of teaching methods including establishing ground rules, using distancing techniques, being able to answer unexpected questions, using appropriate materials and encouraging reflection.

The children’s usual teacher will normally deliver content to established class groups. Generally, RSE teaching is delivered to mixed sex classes, but separation into single gender groups can occur at the top end of the school for further explanation following whole group input. Health professionals such as the School Nurse may provide additional teaching input.

Managing difficult questions

Staff members are aware that views around RSE are varied. However, while personal views are respected, all 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 RSE questions 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 Child Protection Coordinator if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In the Jigsaw Pieces that cover this 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 liaises with parents/carers on this issue to reassure them of the content and context.

Equalities

The Equality Act 2010 covers 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 that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum



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(2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Differentiation/SEN

Jigsaw and the RSE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school’s policy for Child Protection and Safeguarding is followed.

Assessment

Teachers will be eager to ensure children are making progress with their learning. Teachers will continually assess the children and monitor their understanding. There is a formal opportunity for the teacher to assess, usually puzzle piece 5 or 6, but children are also given the chance to assess their own learning and have a conversation with the teacher about their two opinions.

The RSE and the Changing Me puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme’s effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored in order to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment



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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 enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- 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
- We respect each other's privacy (confidentiality)

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 by their peers.

Links to other policies and curriculum areas

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

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection and safeguarding Policy
- PSHE Policy

Dissemination

This policy is available on our school website where the community can access it. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request.

Confidentiality and Child Protection Issues

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The teacher throughout the process will support the child.



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Policy Review

This policy is reviewed two yearly.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		