



# Hunsley Primary Relationships and Sex Education (RSE) Policy

## V1.2

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<b>With reference to the following Hunsley Primary policies:</b>	Hunsley Primary Safeguarding Policy Hunsley Primary Behaviour, Sanctions and Rewards Policy Hunsley Primary PSHE Policy Hunsley Primary Medicines Policy Hunsley Primary Intimate Care Policy Hunsley Primary SEND Policy

# Relationships and Sex Education Policy

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## 1. Hunsley Primary Vision, Values and Ethos Statement

### Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

### Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

### Ethos: Our Teaching and Learning

#### **Engagement, Enjoyment, Discovery, Reflection, Achievement**

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21<sup>st</sup> Century living and engage them in learning with enjoyment and passion

- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

## 2. Introduction, Purpose and Scope

**The new curriculum SRE curriculum is mandatory for schools from September 2020.** This policy is written to meet statutory obligations and government guidance on developing a relationship and sex education policy (Sept 2019) and the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England)' (June 2019). We recognise that we have a legal responsibility under The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) regulations, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We also recognise the school's responsibility to maintain a written policy outlining Hunsley Primary's approach to teaching RSE, which is available to parents on the school website and reviewed annually, taking into consideration relevant, contextual information, including parental feedback, consultation and discussion.

The purpose of this policy is to outline the expectations of the Hunsley Primary Governing Body and Leadership Team regarding the provision of Relationship and Sex Education in school. This refers both to the coverage of the provision in the curriculum and also to the behaviours, values, ethos and approaches underpinning the curriculum.

As reflected in our Hunsley Primary Vision, Value and Ethos Statement above, we understand that we must provide a balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils both at Hunsley Primary and in wider society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All young people have a right to factual information, free from bias and the subjective personal beliefs of those who teach them. In order for our children to embrace the challenges of growing up and to have a happy, healthy and safe adulthood, they need to be able to make informed decisions about their wellbeing, health and relationships. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience to know how and

when to ask for help. We understand also that children who are knowledgeable and confident about relationships and health are more likely to have positive, fulfilling relationships.

### 3. Definition of Relationship and Sex Education (RSE)

**Relationship and Sex Education is the teaching of fundamental building blocks of growing up and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.**

We understand the close connection between the effective teaching of RSE and a child's personal safety, sense of self-worth and recognition of what constitutes a 'healthy' relationship, both in the real world and also on-line.

RSE also should help children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the important fact that every human being is unique and has the right to be respected, a value on which we place great importance at Hunsley Primary.

RSE is also key to helping children identify boundaries and build the foundations for an understanding about consent, for example, through programmes such as the **NSPCC Speak Out Stay Safe** programme, which combines Relationship Education with a message about personal wellbeing and safety.

RSE also ensures that children develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help.

### 4. Definition of Sex Education in Primary School

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex Education is **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance, it is the choice of individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their specific pupils. Hunsley Primary, like many other primary schools, chooses to teach specific, age-appropriate aspects of sex education through the PSHE curriculum, as well as that which is covered in the science curriculum.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children of primary school age to have questions about their bodies and to be curious about where they came from. Without a carefully compiled programme in school, children may therefore choose to seek clarification from the internet or from their peers. To ensure the children receive factual, safe and unbiased information, this policy outlines why Hunsley Primary provides a comprehensive, age-appropriate sex

education programme. Evidence states that a graduated, age-appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic or being misinformed, so we have designed our curriculum in this way.

Sex education allows children a safe space to ask the questions they may have without shame or judgement. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse and understand appropriate public and private behaviours.

Sex Education gives children the knowledge that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation, pressure or abuse.

## **5. The RSE Programme at Hunsley Primary**

### **Values Framework**

Our approach to RSE at Hunsley Primary is to teach within the clear framework of morals and values which underpin the school every day as our **Hunsley Primary Values**:

- Inclusion
- Respect
- Staying safe
- Being kind
- Being fair
- Recognising we are all individuals and, as such, unique and equal

In view of these Values, the RSE programme at Hunsley Primary promotes:

- The importance of positive and stable relationships
- The importance of respect, understanding and empathy towards others
- The importance of fairness and equality in relationships
- The importance of kindness in relationships and our treatment of others, including the right not to be abused in those relationships
- The importance of the individual's choice to express their sexuality within legal parameters

### **Responsibilities and Roles in the Delivery of RSE**

We have an integrated, whole school approach to delivering and planning for RSE.

The Headteacher and School Leaders will:

- Ensure staff are supported with continuing professional development and adequate resourcing to deliver a consistent approach in line with the agreed policy

- Maintain a monitoring overview of provision, planning and delivery, including supporting staff to develop differentiated resources and liaising with approved external agencies to support the school in delivering the core material, e.g. the NSPCC
- Help and train staff to play a pastoral role in delivering the wider support and responses to the children where RSE underpins the support need
- Ensure that clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Ensure that the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Monitor all pupils' progress in achieving the expected educational outcome
- Seek and take account of pupil, governor, staff, parent and carer views and endeavour to adopt an approach of partnership with parents and carers

#### Teaching staff will:

- Be fully involved in preparing and delivering RSE curriculum. They will teach aspects of the RSE curriculum through the science curriculum and the majority through the JIGSAW PSHE curriculum.
- Be prepared to play a pastoral role in the support of children within and beyond the teaching of the RSE curriculum
- Consult the headteacher and senior leaders where support is required to deliver the programme in line with the policy.

#### Teaching Assistants and Support Staff will:

- Be prepared to play a part in supporting the delivery of RSE in curriculum sessions and in supporting the pupils' pastoral needs as required under the direction of the headteacher
- Receive training to deliver social and emotional support as appropriate, depending on role e.g. Power Programme, Talk Boost, Emotional Literacy Support (ELSA)
- Where part of their role, help to signpost parents to additional sources of information and support if needed, e.g. Family Information Services Hub (FISH); Family Links programme
- Where appropriate, involve third party agencies for information and advice to support pupils and parents where consent is given to do so

#### Governors will:

- Fulfil their legal obligations, in ensuring a policy exists and is monitored and reviewed according to the agreed cycle
- Ensure that the quality of provision is subject to regular and effective self-evaluation, and is well-led
- Ensure that learning is accessible to all pupils including those with SEND or additional needs

#### Parents and Carers will:

- Be able to view this policy on the school website
- Access information about the delivery of the curriculum, where needed, by contacting the school on [enquiries@hunsleyprimary.org.uk](mailto:enquiries@hunsleyprimary.org.uk)
- Have opportunities to take part in information and education workshops (ParentLearn)
- Be encouraged to adopt a dialogue with their children about the learning in school

Pupils will:

- Have access to age and stage appropriate RSE and to the corresponding pastoral support
- Be consulted in an age-appropriate way on their RSE views and their feedback used to review provision.

## **The RSE Curriculum**

Through our curriculum, we teach the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools. Across all year groups, RSE is delivered both as part of **science curriculum** and the **PSHE** programme which is delivered using the JIGSAW scheme of learning (see Appendix for details of contents)

## **PSHE JIGSAW**

The JIGSAW programme is a PSHE curriculum, designed to be a 'spiral' curriculum, where we return to key ideas throughout the course of the child's time at the school building on key knowledge to deepen understanding and develop confidence, beginning in Reception and running through to year 6, with a very clear staff understanding of the journey the children then take into secondary school and beyond, through our close partnership working with South Hunsley. It is designed to enable children to feel confident to talk about Personal, Social, Health and Economic matters; listen to each other; ask questions and share ideas as a group of peers and also as a school community. As part of this programme, the children learn about a wide range of ideas, which includes age-related relationship and sex education at appropriate stages in their development.

JIGSAW sessions are delivered by the classroom teacher/s who know the children best and understand any additional needs or sensitivities which individual children might have. The Hunsley Team review the materials provided by JIGSAW as a team, to ensure staff are confident and competent to deliver the materials appropriately, without bias, with age-appropriateness and safely. This includes the training staff receive around the specific curriculum and safeguarding.

**Teachers must ensure that their personal beliefs and opinions do not influence and do not create bias during sessions. Staff have clear parameters through joint planning and review about what will be discussed in the class forum and what will need to be dealt with on an individual basis. Staff are supported through the school Safeguarding Policy to meet children's needs and statutory requirements. Staff must follow these key 'ground-rules' when planning and teaching:**

- 1) Pupils take part in spoken, group discussion on a voluntary basis
- 2) Lessons will be factual and information based
- 3) Pupils will not be expected to answer personal questions or share personal information in the group forum



- 4) Only terminology which is agreed as a school as the 'correct' names for key concepts, e.g. body parts, shall be used**
- 5) Any concern arising from an RSE lesson will be shared with the appropriate school safeguarding staff member in a timely way**

Where the classroom teacher is the key adult delivering the programme, this helps to strengthen the message for the children that our relationships are something they can talk about and that the knowledge they gain in the RSE aspects of the curriculum is equally as valuable and significant as the learning they gain in all other aspects of the curriculum delivered by their class-teacher, such as maths, geography and English.

Lessons are delivered once each week, as part of the whole school curriculum. They usually last 30-60 minutes (depending on the year group) each and build across the week or fortnight in linked topic areas, which cover a broad and modern Personal, Social, Health and Economic Education programme. The topic areas are also connected to the school values (based on the British Values), ethos and key characteristics of learning which the children are assessed against each term.

Lessons comprise of the following non-exhaustive list of approaches:

- Discussion
- Video
- Circle time
- Case studies
- Text resources
- Role play
- Guest visitors
- Quizzing
- Games
- Reflection
- Debate

In addition to the core programme, the school offers a series of spiritual, moral, social and cultural Development Days / Weeks which complement the fixed structure and are planned with flexibility each year to respond to the current interests, needs, and experiences of the school cohort. These days are sometimes shaped around the House System cohorts and other time around the year group cohorts.

The school's assembly programme is the third part of the curriculum offer, again shaped around the values and ethos of the school.

Through the taught curriculum, and equally through the untaught aspects of school-life (the behaviours and attitudes modelled by staff; the messages which children absorb through the built environment; the expectations and hopes shared) the children are encouraged to know that asking questions is positive, being unsure is not negative and that there is a network of support available to encourage discussion to take place.

### **The Importance of Questions in the Curriculum**

Staff are skilful at encouraging questioning and discussion, and through shared planning and training, ensure that questions are answered without bias or personal opinion and in a way which is age-appropriate. Staff are supported to know how to manage more challenging questions and are encouraged to discuss, review, evaluate and share with colleagues through joint planning so that there is consistency across the school in the way questions are supported and responded to. The following guidelines and expectations support staff to respond appropriately to questions and apply across the curriculum, not just within Talk Time or the RSE curriculum:

- Children are praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- Alternatively, staff will also need sometimes to differentiate in how they respond to a question, depending on children's knowledge, experience and need for support.
- When a child asks a thoughtful question that is not suitable for the full class, staff will respond by praising the question ("Great question; hold that thought and I will come back to that one.") before returning to the child in question to respond at the desk, for example.
- We teach the children that there are no 'silly' questions if it is an important question to them
- If the member of staff doesn't have an answer or doesn't know, they will say so. They will model to the children that there is no problem in not knowing the answer and the member of staff will help the child to find the answer later.
- Likewise, if the member of staff is not sure how best to answer a tricky question and would prefer to seek guidance from a colleague or senior member of the team, their response will indicate the importance of finding a detailed and satisfactory answer for the child (*"That is a brilliant question and I would like to give you an equally brilliant answer, so let me have a think about it. Once I know the best way to explain it clearly I will come back to you"*)
- Where a child asks a question which causes the member of staff concern, this will be referred in the usual way to the Designated Safeguarding Lead.
- As with all other aspects of the curriculum, teachers are guided to answer questions, openly, honestly, scientifically and factually without referring to their own personal beliefs or opinions.
- Teachers are not expected to answer personal questions about themselves or to ask direct personal questions of their children that could make either parties vulnerable.

## 6. Equality, Diversity and Inclusion

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality, diversity and inclusion in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

We understand that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils and young people irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after

children. As a result, our approach to RSE is sensitive to the differing needs of individual pupils and groups of pupils and may need to adapt as the pupils of the school grow and as the school itself grows. Our teaching, coupled with a demonstration of values and ethos, must also to help the pupils understand the nature and consequences of discriminatory behaviours or language.

Hunsley Primary is committed to giving all pupils access to RSE which is relevant to their age, stage of development and needs, meaning that teaching content is adapted to specific learning needs and requirements.

As a school, we recognise the role of RSE in addressing the specific needs of key groups:

- **Special Educational Needs and Disabilities**, be those physical, emotional, social or cognitive. Where pupils have significant multiple or profound learning difficulties, they will be included in the programme in a differentiated way, to sensitively and effectively deliver the key learning, for example, self-awareness, self-care, privacy.
- **Communication or sensory needs**, in line with our Inclusion Statement: where pupils require augmented communication devices, e.g. use of iPads / apps for supported speech or the use of braille resources, we will ensure that the key learning materials and resources are able to be translated so that they are used across a range of platforms
- **Ethnic and cultural diversity**: the school will create opportunities for consultation and discussion with families where specific views and ideas about RSE form a part of the child's ethnic or cultural context. We will seek to promote a respectful approach to the views and beliefs held.
- **Faith and religious beliefs**: A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities helps to create a constructive context for the teaching RSE. We will seek to take into account the religious background of all pupils when planning teaching to ensure appropriate delivery of key topics. The school will ensure we comply with the relevant provisions of the [Equality Act 2010](#), under which religion or belief are amongst the protected characteristics.
- **A range of backgrounds and home contexts**: We understand that our children come to school from a range of family contexts and backgrounds and as such shall ensure we approach teaching in a mindful and respectful manner.
- **Sexuality**: Our approach to teaching RSE and to planning to meet the needs of all our children will be sensitive, inclusive and balanced in matters of sexuality, recognising the diversity in society and the fact that some of the children's families will also include LGBTQ members.
- **The needs of all children**: we recognise that children may require adaptations on account of specific needs and characteristics. The policy and planning / teaching methodology (shared planning and joint moderation of resources) will ensure we remain mindful and considerate of all children's needs and contexts.

**Hunsley Primary will always sensitively and proactively challenge occurrences of stereotyping, bullying (for example homophobic or sexist) and prejudice and the school's approach will be balanced, educational, sensitive and based on information as opposed to personal opinion, bias or propaganda.**

## **7. Communicating with Parents and the Parental Right to Withdraw**

We believe that successful teaching of RSE takes place when parents and school work together. We all want children to grow up safe and happy in healthy, stable relationships, with the ability to manage their emotions and speak up when they feel unsafe; therefore, Hunsley Primary is committed to working together with parents to provide a really effective programme.

We shall be transparent and give parents information about the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

All parents can view this policy on the school website and are welcome to discuss it with the school.

The school also provides useful links to further sources of information, help and support to parents in the RSE section of the school website.

We recognise the importance of consultation and parents / carers knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

The overview of the RSE aspects of science and the JIGSAW curricula are available on the school website and parents can request to see the teaching materials in detail prior to lessons should they wish. A letter is sent home to parents to inform them of the dates the lessons will be delivered. If parents have any concerns, special circumstances we should be aware of, or would like any further information they may contact the school Office to arrange a meeting with a member of the team.

We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education, parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science.

Should a parent decide that they do not wish their child to take part in sex education lessons beyond the science curriculum, we would ask that they speak to the Headteacher to discuss their questions. We will also highlight that whilst parents have the right to withdraw their child from these lessons, this may not prevent other children from talking about what they are learning in these lessons.

Following discussion with the Headteacher, if parents do decide to withdraw their child, they should inform the Headteacher, who will provide alternative learning for the child to engage in during the lesson.

## **8. Guidance on Menstruation**

As a school, we acknowledge we have a role to play and responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially for children whose family may not be able or willing to provide adequate sanitary products.

In this way, we hope that all children experiencing their period will be able to attend school happily and comfortably, also with the additional support of our Medicines Policy.

It is not uncommon for children to start menstruation in primary school and for this reason, we deliver our puberty lessons in Years 5 and 6 with age-appropriate focus on the facts. As part of these lessons, all children are told in an age-appropriate way about menstruation and there is a discussion about what periods are, an explanation of other symptoms associated with periods and how they can be managed, such as by using the sanitary bins provided in school. We also keep a Menstruation Kit in school and support of children requiring this kit is guided in addition by both our Intimate Care Policy and our Medicines in School Policy.

When school trips or residential visits are arranged for Years 5 & 6, provisions to deal with a child's period will be considered, discussed with parents in the preparatory meetings and added to the school risk assessment.

## 8. Safeguarding Children

**The guidance, expectations and procedures set out in the school's suite of safeguarding policies should be met by all staff at all times.**

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme have statutory training around safeguarding children and understand how to follow the school's policies and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review general safeguarding procedures or issues in weekly Team Briefings and in Team Meetings, before all other agenda items. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom the curriculum may prove to be additionally challenging due to previous or ongoing safeguarding or child protection concerns, investigations and measures.

The school will seek the guidance of the Local Authority Designated Officer if any situation arose which warranted external support, advice or information.

We recognise that for children who may be vulnerable as detailed above, there may be a need to adapt the programme or offer additional support, but that the curriculum itself may be a protective factor in preventing further abuse, to help them develop skills and resilience to keep them safe in future.

## 9. Monitoring & Evaluation of the Policy

**The policy is approved by the Hunsley Primary Local Governing Body.**

To ensure the scope of the policy remains current and reflective of the school's ethos and national guidance, it will be **reviewed annually** in the first 3 years following the start of the new curriculum. This will also allow for evaluation of the impact and effectiveness of the policy and also allow for feedback to play a role in developing the programme in school.

Joint review of teaching materials and team evaluation or moderation of pupil learning ensures that consistency is maintained and that the programme is relevant to the children's needs, up-to-date and evidence based. This team approach ensures the quality of materials and brings to the table any key issues that may have arisen within the classroom.

Leaders carry out 'floodlighting' in order to ensure the quality and character of delivery are consistent across the children's experience in each year group and also consistent with the expectations outlined in this policy.

The evidence for assessment kept by each teacher and passed on to the next teacher act as evidence of the work the children have been involved in and document their learning experiences. The children are encouraged at various points in their school programme to reflect back on the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.

Pupil surveys capture the views of the children about the effectiveness and usefulness of the curriculum.

School leaders monitor children's learning and evaluate their progress by analysing the Characteristics of Learning and PSHE assessments made two times a year by teaching staff and set down in SIMS.

### **The Role of Governors in Monitoring and reviewing this Policy and RSE Programme**

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

### **Appendices**

## Appendix 1

**Link to JIGSAW RSE scheme of learning**

[Link to JIGSAW RSE Curriculum Overview](#)

## Appendix 2

### **Coverage of relationships and sex education in the JIGSAW curriculum**

We have highlighted in green the areas which cover, in an age-appropriate way, aspects such as body parts using the correct terms, and / or cover part of the Sex Education curriculum, and the areas which parents / carers might wish to know more about.

Reception:

Lesson 1 – My Body

Lesson 2 – Respecting My Body

Lesson 3 – Growing Up

Lesson 4 – Fun and Fears 1

Lesson 5 – Fun and Fears 2

Lesson 6 - Celebration

Year 1:

Lesson 1 – Life Cycles

Lesson 2 – Changing Me

Lesson 3 – My Changing Body

Lesson 4 – Our Bodies

Lesson 5 – Learning and Growing

Lesson 6 – Coping with Changes

Year 2:

Lesson 1 – Life Cycles in Nature

Lesson 2 – Growing from Young to Old

Lesson 3 – The Changing Me

Lesson 4 – Our Bodies

Lesson 5 – Assertiveness

Lesson 6 – Looking Ahead

Year 3:

Lesson 1 – How Babies Grow

Lesson 2 - Babies

Lesson 3 – Outside Body Changes

Lesson 4 – Family Stereotypes

Lesson 6 – Looking Ahead

Year 4:

Lesson 1 – Unique Me

Lesson 2 - Inside Body Changes

Lesson 3 – Puberty – including reference to menstruation

Lesson 4 – Circles of Change

Lesson 5 – Accepting Changes

Lesson 6 – Looking Ahead

Year 5:

Lesson 1 – Self-Image and Body Image

Lesson 2 – Puberty 1 including menstruation

Lesson 3 – Puberty 2

Lesson 4 – Conception - life cycles

Lesson 5 – Looking Ahead 1

Lesson 6 – Looking Ahead 2

Year 6:

Lesson 1 – My Self Image

Lesson 2/3 – Growing Up and Readiness for Secondary School - this lesson will be delivered in the Nursing Team sessions

Lesson 4 – Boyfriends, Girlfriends, Relationships

Lesson 5 – Real Self / Ideal Self

Lesson 6 – The Year Ahead

In addition to the Jigsaw materials, Year 6 pupils will have a Sex Education talk which is named Growing Up and Readiness for Secondary School. It is delivered by East Riding public health nurses and revisits some of the earlier information in greater depth as well as giving children opportunities to ask questions of the nursing team. More information about the talk's content can be found here: <https://humberisphn.nhs.uk/puberty-growing-up-talk/>



## Coverage in science curriculum summary

The following areas of are covered as part of the science curriculum:

- Year 1 – Explore the human lifecycle
- Year 3 - Describe the life process of reproduction in some plants and animals
- Year 3 - Know the right types of nutrition for healthy growth
- Year 5 - Explore the changes in humans as they grow and develop

### DfE Introduction to Requirements<sup>1</sup>

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation<sup>1</sup>.

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education<sup>2</sup>. 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.

This guidance also sets out both the rights of parents and carers<sup>3</sup> to withdraw pupils from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes. Where that provision meets the requirements of this high level framework of core content they are free to continue with this model. Other schools may choose different curricular models for delivery. The lead teacher will need to work closely with colleagues in

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<sup>1</sup> <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum<sup>4</sup> subjects such as citizenship, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

Further information on links to national curriculum subjects can be found in delivery and teaching strategies.

Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (in other words, to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.