



DATCHET ST.MARY'S C OF E PRIMARY ACADEMY

POLICY NAME : RELATIONSHIP SEX EDUCATION

POLICY DATE: 26.01.24

DATE REVIEWED: 26.01.25

VISION:

We are one, we are strongest working together in unity.
1: Corinthians 12 – 14

Intent:

At Datchet St Mary's Academy our vision is at the heart of everything that we do. In RSE pupils use our vision to work collaboratively together and the children develop mutual respect for the different opinions and abilities. Children are encouraged to work in a democratic way, exercising the 'give and take' required for successful teamwork.

At Datchet St Marys our intent for Relationships and Sex Education (RSE) is to provide a comprehensive and age-appropriate curriculum that equips all our pupils with the knowledge, skills, and values they need to develop healthy relationships, make informed decisions, and stay safe in the modern world. We aim to foster a respectful, inclusive, and understanding environment where pupils can explore sensitive topics with confidence and without fear of judgement. Our RSE curriculum aligns with the statutory guidance from the Department for Education (DfE) and promotes the fundamental values of respect, tolerance, and equality. Through our Christian values, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is nurtured.

Implementation:

Our RSE curriculum is carefully designed to be progressive, inclusive, and responsive to the needs and backgrounds of all our pupils. The curriculum is delivered through a PSHE lesson following the 'Jigsaw' scheme. The Jigsaw scheme is based on a spiral curriculum using. It aims to 'prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. It is delivered through the 'Relationships' and 'Changing Me' puzzle pieces, which are covered in the summer term. Although we follow a scheme, we have insured the curriculum is reflective of our school community.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded

Each year group will be taught appropriate to their age and developmental stage.

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies
- Year 2 - Boys' and girls' bodies; respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

We recognize the diverse needs of our pupils and are committed to delivering an inclusive RSE curriculum. Lessons are adapted to accommodate pupils with special educational needs, English as an additional language, or cultural sensitivities. We consult with parents, carers, and external organizations to ensure sensitive topics are handled appropriately and in line with cultural and religious beliefs.

Safeguarding and promoting the wellbeing of our pupils is paramount. Our RSE curriculum provides age-appropriate information on topics such as consent, boundaries, online safety, and healthy relationships. Pupils are equipped with the knowledge and skills to recognize and respond to potential risks, seek help, and make informed decisions that protect their wellbeing.

We provide opportunities for parental engagement through information sessions, consultations, and shared resources that encourage open dialogue between home and school. We respect diverse parental views and provide clarity on the content covered, enabling parents to make informed decisions about their child's participation.

Impact:

Through our outstanding RSE curriculum, pupils will acquire the essential knowledge, skills, and values necessary for developing healthy relationships, making informed decisions, and staying safe. They will have a strong understanding of consent, boundaries, mutual respect, and the diversity of relationships in society. They will also develop skills in effective communication, empathy, and recognizing and responding appropriately to risks. Pupils will become empowered individuals who can navigate the complexities of the modern world confidently and respectfully.

Our RSE curriculum significantly contributes to the personal development of our pupils. It promotes self-esteem, resilience, empathy, and positive emotional well-being. Pupils will

have an increased understanding of their own identities and feelings, as well as an appreciation for the differences and similarities of others. They will develop strong moral values and an understanding of how their actions can impact themselves and others, fostering a culture of respect, acceptance, and inclusivity within our school community.

By equipping pupils with knowledge and skills to navigate relationships, our RSE curriculum plays a crucial role in safeguarding their safety and well-being. Pupils will be able to identify and manage potential risks, make responsible decisions, and seek help when needed. They will have the confidence to protect themselves online and offline, ensuring their physical, emotional, and mental well-being is safeguarded throughout their lives.

Introduction

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

Policy Context and Rationale

This policy covers our whole school approach to RSHE. We follow the Jigsaw PSHE scheme which includes relationship education, sex education and health education. This policy was produced by the PSHE co-ordinator. Pupils' have been involved in the creation of this policy through surveys and questionnaires. Pupils' identified that they enjoyed the topics being taught and that they felt safe and secure to talk during their PSHE/RSHE lessons.

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2018](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

Learning and Teaching

We will determine pupils' prior knowledge by briefly doing a baseline at the start of each lesson especially when teaching a new topic. The programme will be taught through a range of teaching methods. We will ensure that sessions, including those on risky behaviours, remain positive in tone by not shocking and scaring the pupils but by giving them the consequences of the choice. The pupils will be reassured that the majority of young people actually make positive, healthy lifestyle choices. We will help pupils make connections between their learning and 'real life' behaviours by giving them the opportunity to reflect.

Jigsaw RSE Content in Detail:

The grid below shows specific RSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies, respecting my body and understand which parts are private.

6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (very simple explanation of conception); girls and puberty(basic understanding) ; boys and (basic understanding) puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.

8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	
10-11	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Monitoring and Review

We follow the Jigsaw RSE scheme which is spiralled into the PSHE curriculum. The subject lead, teachers and headteacher review the curriculum yearly to make sure it is up to date and suits the needs of the children and our school community. We provide opportunities for parental engagement through information sessions, consultations, and shared resources that encourage open dialogue between home and school. We respect diverse parental views and provide clarity on the content covered, enabling parents to make informed decisions about their child's participation. Parents and carers have the right to ask and see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at a parent consultation meeting.

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 RSHE will foster good relations between pupils, tackle all types

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of prejudice – including homophobia – and promote understanding and respect. The Department for Education has 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 (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.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019).

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; 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 lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school’s disclosure and/or confidentiality policy is followed.

Withdrawal from specific RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE co-ordinator in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school’s approach can help increase confidence in the curriculum..

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- PSHE Policy
- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy