



THE ST. BART'S  
**ACADEMY**  
— TRUST —

# Whole School Relationship and Sex Education Policy

The Whitchurch Church of England Federation

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# The St. Bart's Academy Trust

## Whole School Relationship and Sex Education Policy

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Date	Section Amended	Signature
June 2023	Review and re-adoption Section 1 Foreward Section 2 Statutory Requirements for Primary Schools Section 3 What is Relationship and Sex Education?	Mrs S Cope



## Contents

1.0	Foreword: How the Trust policy was developed	<b>4</b>
2.0	Statutory Requirements for Primary Schools	<b>4</b>
3.0	What is Relationship and Sex Education?	<b>8</b>
4.0	Aims and Objectives	<b>9</b>
5.0	Equal Opportunities Statement	<b>9</b>
6.0	Curriculum/Delivery and Content	<b>9</b>
7.0	Resources	<b>10</b>
8.0	Roles and Responsibilities	<b>10</b>
9.0	Visitor Policy	<b>10</b>
10.0	Assessment and Evaluation of Learning and Teaching	<b>10</b>
11.0	Confidentiality and Child Protection	<b>11</b>
12.0	Child Withdrawal Procedure	<b>11</b>
13.0	Answering Difficult Questions	<b>11</b>
14.0	SEN and provision for looked after children	<b>11</b>
15.0	Dissemination	

**The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.**

## 1.0 Foreward

### How our Whole Trust Policy was developed.

This RSE policy is intended to guide the academies within our Trust on what to include in their revised and updated statutory RSE policy.

The Trust set up a working group established in November 2019 with the specific aim to review and revise the current RSE policies in place and bring them into line with the new statutory guidelines issued by the Government in 2019 to make RSE mandatory and compulsory within the UK.

This working group included Headteachers, PSHE leaders, members of the diocese and RSE Consultants, governors and most importantly parents from our Trust academies. Academy governors have a statutory requirement for RSE in their academy.

This RSE policy is developed with reference to

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

and guidance from the following:

- PSHE Association
- School leaders
- Sex Education Forum
- The Church of England Education Office.

It is a requirement that individual academies within the Trust, all hold parent consultations. These should be culturally sensitive and tailored to meet the needs of the communities in which they serve.

All academy staff were given the opportunity to review the draft policy and give feedback.

The initial draft policy was shared with the Trust Board and then the LGC's.

The policy has been reviewed during 2023 in consultation with Trustees, SBMAT Central Team representatives, governors, staff, pupils and parents. The consultation and policy review process involved the following steps:

1. Review – Representatives from the SBMAT Central Team and all SBMAT academies (PSHE subject leaders) were given the opportunity to look at the policy and make recommendations.
2. Trust Board consultation – all Trustees were given the opportunity to review the policy and make recommendations.
3. Staff consultation – all Academy based staff were given the opportunity to review the policy and make recommendations.
4. Parent / stakeholder consultation – the policy was sent to all local governors, parents and any interested parties requesting any recommendations or comments. An opportunity to review curriculum materials during a meeting was offered to all parents.
5. Pupil consultation – we investigated pupil's thoughts in respect of RSE and what they wanted to learn.

6. Ratification – once amendments were made, the policy was shared with the Trust Board and each Local Governing Committee and adopted.

## 2.0 Statutory Requirements for Primary Schools

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>4</sup> They also **make Health Education compulsory in all schools** except independent schools

St Bart's Multi-Academy Trust academies do teach RSE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

*2a The Academy Trust must have regard to any guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children.*

*The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.*

This is a section of the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

*The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.*

*This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.*

*Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.*

*Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.*

*From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.*

*The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.*

*Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.*

*A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.*

*Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.*

*Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.*

*Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.*

### **By the end of Primary**

#### **Families and people who care for me**

*Pupils should know:*

- *that families are important for children growing up because they can give love, security and stability*
- *the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives*
- *that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care*
- *that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up*
- *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong*
- *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*

- *Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

### **Caring friendships**

*Pupils should know:*

- *how important friendships are in making us feel happy and secure, and how people choose and make friends*
- *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties*
- *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded*
- *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right*
- *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed*

### **Respectful relationships**

*Pupils should know:*

- *the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs*
- *practical steps they can take in a range of different contexts to improve or support respectful relationships*
- *the conventions of courtesy and manners*
- *the importance of self-respect and how this links to their own happiness*
- *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority*
- *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help*
- *what a stereotype is, and how stereotypes can be unfair, negative or destructive*
- *the importance of permission-seeking and giving in relationships with friends, peers and adults*

### **Online relationships**

*Pupils should know:*

- *that people sometimes behave differently online, including by pretending to be someone they are not*
- *that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous*
- *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them*
- *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met*
- *how information and data is shared and used online*

### **Being safe**

*Pupils should know:*

- *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*



- *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe*
- *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact*
- *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know*
- *how to recognise and report feelings of being unsafe or feeling bad about any adult*
- *how to ask for advice or help for themselves or others, and to keep trying until they are heard,*
- *how to report concerns or abuse, and the vocabulary and confidence needed to do so*
- *where to get advice, for example family, school or other sources*

### **Managing difficult questions**

*Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.*

*Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.*

### **Sex education (Primary)**

*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 and the content set out in this guidance therefore focuses on Relationships Education.*

*The content set out in this guidance covers everything that 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.*

*It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.*

*As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.*

*Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.*



*Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.*

*Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#)*

*Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.*

### **3.0 What is Relationship and Sex Education?**

Relationships and Sex Education provides an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations, RSE is therefore a tool to safeguard harm against children. The aim to build resilience in a rapidly changing world.

RSE is about emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity, involving a combination of sharing information and exploring issues and values.

RSE contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity and fostering of self-worth whilst recognising, accepting and respecting differences.

It is not about the promotion of sexual orientation or sexual activity.

#### **Moral and Values Framework**

The RSE Policy will be sensitive towards the established morals and values framework of all major world religions and philosophies. In its implementation it will draw from practical experiences of those who represent the various religions and philosophical groups within the local community. The RSE Policy will be complimentary with the Religious Education policy of the academy.

Within the Trust academies, pupils will:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the academy's safeguarding and child protection protocols.

The RSE policy reflects the Church of England guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools (Nov 2019) and 'Valuing all Gods Children' Second Edition 2019

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education<sup>1</sup> (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1: 27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

The Church of England document 'Valuing all God's Children', 2019 states:

"All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1).

It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference". The revised 2023 SIAMS framework continues to explore how all pupils should live well together in an inclusive, dignifying, and equitable culture.

## 4.0 Aim and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of age-appropriate RSE in all the Trust academies.

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

The objectives for primary school pupils are to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of their body and describe how their bodies work.
- be prepared for puberty

and for Teaching Staff: in all academies to be confident:

- in planning, delivering and assessing RSE
- in answering parent's questions and dealing with sensitive questions and issues.

## 5.0 Equal opportunities statement

The Trust is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family

backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

St Bart's believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The teaching and planning of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching are culturally sensitive and age appropriate.

## 6.0 Curriculum/ Delivery and Content

RSE is delivered through the JIGSAW scheme of work, providing a spiral curriculum which develops knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year from Nursery to year 6

### Jigsaw 3 -11/12 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6 Year 1</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7 Year 2</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

<b>Ages 7-8 Year 3</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices 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 Recognising how words can be hurtful 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 scenarios 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 a global citizen 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 Inside body changes Family stereotypes Challenging my ideas Preparing for transition
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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9 Year 4</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol 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 Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10 Year 5</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	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 choices Motivation and behaviour	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 SMARTT 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 Preparing for transition
<b>Ages 10-11 Year 6</b>	Identifying goals for the year Global citizenship 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 Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria 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 Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

All elements of RSE, **except** the statutory sex education elements are delivered by teachers / HLTA's as part of the JIGSAW PSHE scheme in weekly 1 hr sessions, however, the Legal requirements of Sex education provision will be covered in National Curriculum Science lessons. These areas are statutory and are delivered by Teachers /HLTA's.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

RSE is embedded within the Jigsaw scheme of work to provide a comprehensive PSHE curriculum with cross curricular links made to PE, RE, ICT and Science.

Teachers have annual CPD, following a skills audit to ensure that they are confident to deliver RSE.

## 7.0 Resources

Materials used reflects the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available to parents and carers and informative books are available to children in the academy.

- *NSPCC; website and lessons include PANTS workshops.*
- *BBC growing up DVD and lesson plans*
- *Power-point presentations. E.g. Yrs 5 and 6 – Changing bodies and Growing Up;*
- *Worksheets to facilitate group-work and discussion.*
- *PSHE Association; lesson plans from the PSHE association.*

## 8.0 Roles and Responsibilities

The LGC will adopt the RSE policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that RSE is taught consistently across the academy and for managing requests to withdraw pupils from non-statutory components of RSE (refer to Child Withdrawal policy).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish to withdraw them from non-statutory components of RSE.

## 9.0 Visitors Policy

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The Government encourages the use of external agencies as enrichment to provide a specialist service or experience.

Principals may invite visitors from outside the academy such as sexual health professionals, school nurses to provide support and training to staff teaching RSE.

If academies do use external support bodies then it is essential that:

- All visitors are familiar with and understand the academy RSE policy and work within it.
- All visitors are familiar with and understand the academy's confidentiality policy and work within it.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised and supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The academy will continue to liaise with local secondary schools to ensure that the programme for RSE is continuous at KS3.

## 10.0 Assessment and Evaluation of Learning and teaching.

The delivery of RSE is monitored by the subject leader, Principal and Vice Principals as part of the monitoring and evaluation schedule which includes learning walks, book looks, teacher and pupil voice.

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

## 11.0 Confidentiality and Child Protection

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our Trust is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.

The Local Governing Committee of all our Trust academies have arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be



contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in the academy.

## 12.0 Child withdrawal procedure

Parents will be informed about the relationship and Sex Education programme through:

RSE Workshops  
Newsletters  
School Website  
Letters home

At the Whitchurch Church of England Federation, the Legal requirements of Sex education provision will be covered in National Curriculum Science lessons. These areas are statutory and are delivered by Teachers /HLTA's. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty

Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.

Should parents wish to make a request for withdrawal from the non statutory elements of Sex education, they should do so, in writing to the Principal.

RSE is to be taught to all year groups. If a parent or carer feels it necessary to withdraw their child, they should arrange to come to the academy and discuss their concerns with the Principal or PSHE Leader.

Within the RSE new framework parents cannot withdraw their child from relationship education. Parents have the right to withdraw their children from the non-statutory sex education.

## 13.0 Answering and dealing with difficult questions surrounding sensitive issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The academy believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

The following are protocols for discussion based on lessons with pupils (Ground Rules)

- No one teacher or pupil will have to answer any personal question
- No one will be forced to take part in discussions
- Only correct and agreed names will be used for body parts Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions or seek advice from the PSHE leader.

## 14.0 SEN

The mindfulness approach used in every lesson allows pupils of all abilities to access learning. Progress for children with SEND will be assessed using JIGSAW criteria for children working below or well below age related expectations.



Teachers will work with parents / carers / other professionals where appropriate to ensure that provision suits the needs of the child. Teaching and content will be tailored to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, teachers will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

#### **Provision for pupils who are looked after.**

The designated teacher for looked after children will liaise with social workers and virtual school through the process of personalized education planning to ensure RSE is appropriate to the needs of individual children.

#### **Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/extremism.**

The Jigsaw scheme of work does not cover radicalisation and extremist behaviour *explicitly*, as the concepts themselves are perhaps not appropriate for teaching about in primary schools: whilst we want to prepare children for life, at the same time we do not want to alarm them. Rather, Jigsaw makes a significant contribution towards ensuring that the curriculum and the learning environment that children experience lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. This contribution emerges first and foremost through the overall character of the Jigsaw scheme and the learning styles it advocates, but also through many aspects of the specific content of the themes or 'Puzzles' that make up the programme.

Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

### **15.0 Dissemination**

This policy will be published on the ***The Whitchurch Church of England Federation*** website, with paper copies available from the individual academy offices if required.



# THE ST. BART'S ACADEMY

— TRUST —

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