



High Down Schools

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RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Signed..... (Chair of Governors)

Signed.....(Executive Headteacher)

Date.....

Revised March 2024

High Down Schools

Rationale

Relationships and Sex Education (RSE) is lifelong learning about physical, moral, social, cultural and emotional development, giving all pupils the ability to make informed choices and to take responsibility for their own actions.

Relationships and Sex Education is about the understanding of the importance of stable and loving relationships and of respect, love and care. It is also about the learning of sex, sexuality and sexual health at an age appropriate stage of the children's development.

The Equality Act 2010 is clear that schools must not unlawfully discriminate against pupils with protected characteristics including age, sex, race, disability, religion or belief or sexual orientation. By promoting the values of respect, love and care for others, we will take a positive approach in teaching the curriculum in an environment, where children feel valued, understand their rights to equal treatment and learn to challenge stereotypes.

Knowledge, Skills and Understanding

Progression throughout High Down Schools for the teaching of Relationships and Sex Education (RSE) aims to:

- Increase pupils' self-esteem and self-confidence to value themselves and others.
- To develop respect for others and forge positive relationships.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To explore a range of different relationships, including the importance of family for the care and support of children.
- Develop an understanding, tolerance and empathy of others who are different to us.
- Provide accurate information about and increase understanding of sex-related issues, including an understanding of puberty, body changes, and how a baby is conceived and born.
- To understand where they can access accurate, reliable information and support.
- Explore a range of attitudes and values towards sex-related issues and help pupils reach their own, informed opinions (including issues such as staying safe online, "sexting" and abusive or unhealthy relationships).
- To develop the skills of communication, risk assessment, managing relationships, decision making, assertiveness, seeking help and using outside agencies.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To prepare themselves for the opportunities, responsibilities and experiences of adult life and to be able to develop a resilience when facing challenging situations.

Guidelines

At High Down Schools, Relationships and Sex Education (RSE) will be delivered through the Jigsaw Programme which covers all aspects of relationships, health and sex education within the context of a full PSHE programme. We choose to deliver PSHE (Personal, Social and Health Education) using

Jigsaw which is a mindful approach to PSHE. We aim to prepare our children for the opportunities, responsibilities and experiences of adult life.

All content is delivered in an age-appropriate way.

All year groups teach RSE (Relationships and Sex Education) as a planned programme 'Relationships Education'.

Advising Parents/Carers

Parents and carers play a vital role in the development of their children's understanding about relationships. We therefore offer the opportunity for parents to view these Relationships and Sex Education materials before the lesson. This can be arranged upon request. Parents and carers will be advised (by letter) about forthcoming sex education lessons. We have an open door policy at High Down Schools and encourage parents to discuss any concerns they may have about RSE with our teaching team.

The RSE Curriculum

The Relationships Education, Relationships and Sex Education and Health Education Regulations in 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.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Primary sex education will focus on preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born.

RSE will be delivered in an age-appropriate and open way, providing the opportunity for all children to develop the skills, knowledge and attitudes they need to lead positive, healthy and independent lives. Children will develop an understanding of their own bodies and feelings in an environment where age-appropriate discussions about relationships and sex can take place without bias or embarrassment.

At High Down Schools, whilst we recognise the value of stable, loving relationships and the importance of family life, we also recognize that many children within our school community grow

up within alternative frameworks that provide an equally nurturing environment. We will teach about different family structures in a sensitive way based on our knowledge of children and their family circumstances, ensuring that there is no stigmatization around different home support structures and beliefs.

RSE teaching will be differentiated to meet the specific needs of children at different developmental stages. Teacher staff will work with individual pupils where required.

RSE must be accessible for all children including children with additional needs. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Delivery of RSE lessons – Our Approach

Relationships and Sex Education is delivered in mixed gender groups in order to ensure that all children receive the same information. In accordance with Government guidance, we aim to foster healthy and respectful peer-to-peer communication between boys and girls. In the event that it is felt to be in the best interest of the children, we will form single gender groups in order to address specific questions.

Various teaching strategies will be used to provide the children with the opportunity to ask questions, to facilitate quality discussions and allow plenty of reflection time. We aim to create a safe and open environment, in which children are not forced to participate or have to answer personal questions. We want the children to feel secure and able to ask questions.

Language

Children will be introduced, at appropriate stages, to the correct terminology used in the sex education programme (Jigsaw). The meanings of words will be explored and discussed in as factual a way as possible. Acceptable and unacceptable terminology will be clarified. After initial discussions, the correct biological names for body parts will be encouraged and used in teaching.

Clear parameters for discussion will be set so that both teachers and children feel comfortable. Where a question is too explicit, feels too old for the child or is age inappropriate for the whole class, the teacher will acknowledge it and attend to it later on an individual basis, having discussed the best way of responding with other appropriate members of staff, if necessary.

Parental right to withdraw from RSE lessons

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

As a school, we are committed to working with parents and any parent wishing to exercise this right should contact the class teacher or Headteacher to discuss their concerns further.

Monitoring RSE

The PSHE subject leaders will be responsible for monitoring the provision of RSE and for reporting the results to the Senior Leadership Team. The RSE programme will be regularly monitored and evaluated within the School's framework for teaching and learning and delivery of the curriculum. Monitoring can be in the form of lesson observations, reviewing the teaching materials and resources used, work sampling, conversations with pupil and staff and parental feedback. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis.

A formal review of the RSE policy will be carried out every two years with the following aims:

- To review and plan the content and delivery of the RSE programme of study.
- To review resources and renew as appropriate.
- To update training in line with current guidance and address staff needs identified.

Confidentiality and Safeguarding

Throughout a child's RSE learning, pupil confidentiality will be maintained by the teacher and any staff member involved. Through RSE, children will develop an understanding of what is and is not acceptable in a relationship which could result in the disclosure of neglect, physical, emotional or sexual abuse. It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the Designated Safeguarding Lead (DSL). The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the member of staff throughout the process.

Roles and Responsibilities

The effective implementation and monitoring of this policy is the responsibility of the Headteacher. The Headteacher will report back to Governors when reviewing this policy.

A copy of this policy is available to parents. This can be obtained from the school office on request or accessed via the school website. The Headteacher will ensure that parents and carers are informed of when their children will be taught RSE. This will support a partnership approach and will also provide parents with the option to exercise their right to withdraw their child.

The Headteacher will keep the governing body fully informed of provision, issues and progress around RSE matters.

Staff will be fully briefed on this policy and the document content will be fully discussed. Staff need to be confident in their skills to teach and discuss RSE issues, delivering high quality RSE across the schools.

This policy was updated in March 2024 and will be reviewed every two years thereafter.

Complaints Procedure

Any complaints referring to the (RSE) Relationships and Sex Education programme should be made to the school through the school's complaints procedure and in the first instance should be directed to the Headteacher.

Related policies

- Complaints procedure
- Friendship and Anti-bullying policy
- Behaviour policy
- Safeguarding policy
- E-safety policy

The Jigsaw Scheme of work will be displayed on our school website. Please click on the link below to access:

<https://www.jigsawpshe.com/wp-content/uploads/2020/05/Jigsaw-3-11-and-Statutory-Relationships-and-Health-Education-Map.pdf>