

<b>Policy Name:</b>	<b>Relationships and Sex Education Policy</b>
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<b>Staff member responsible</b>	<b>Revision Date</b>	<b>Approved By</b>	<b>Approval Date</b>	<b>Reason</b>
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Bronwyn Kidd (Deputy Head), Suzanne Grey (Director of Teaching and Learning), Emily Regent (Director of Studies), Louise De Rosa (Head of PSHE)	August 2024	Education Committee - Autumn 1	November 2024	Annual review inc Link to values and refresh prior to academic year.

*This policy is applicable to the whole school including Early Years*

## Table of Contents

Introduction and Link to St Neot's Aims	2
Roles and Responsibilities	2
Curriculum Design and Content	3
Curriculum Monitoring and Feedback	4
Parental Right to Withdraw Pupils from RSE	5
Parental Engagement	5
Staff Engagement	5
Pupil Engagement	5
Policy Review	5
Faith Perspectives	6
SEN and Accessibility for All Pupils	6
Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ)	6
Role of the Health Hub	6
Safeguarding and Child Protection	7
Overview Maps	8

## **Shaping Brighter Futures**

***We provide an inspiring and joyful education that will be remembered for a lifetime and which empowers our children with the confidence, knowledge, skills and character to thrive. We are shaping brighter futures.***

### **School Aims:**

*At St Neot's education is full of fun and good humour. We want every child to enjoy their time at school, to feel part of a community that holds family values at the core. We are determined that our children not only learn outdoors but learn about the outdoors. We want to create well-rounded, independent thinkers that are not only confident in their academic ability but hold the soft skills necessary for Senior School and the world ahead.*

### **The St Neot's Way is:**

- *Where we promote a true sense of community, family values, a love of the outdoors and a commitment to having fun.*
- *Where every child comes into school feeling safe, valued and with a broad smile on their face; and who returns home with uplifting stories to tell.*
- *Where a first class, personalised, rigorous academic journey is matched by an enriching, broad and challenging co-curricular programme.*
- *Where the children's character, contribution and service is as valued as their academic success.*
- *Where the children's physical wellbeing is surpassed by their mental wellbeing.*
- *Where highly skilled, passionate and dedicated teachers, working in first class facilities, are full of ambition for themselves and the children in their care.*

### **St Neot's Values**

*Happiness   Kindness   Self-Belief   Honesty   Respect*

## **Introduction and Link to St Neot's Aims**

### **Statutory Relationships and Health Education**

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11 This policy takes into account the guidance, as laid out in: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Here, at St Neot's School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs.

The aim of Relationships and Sex Education (RSE) policy is to give children and young people the information and guidance they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. This policy applies to the whole school and therefore, the curriculum covered at each stage, will reflect the age and developmental stage of our pupils.

At St Neot's, we aim to ensure that our pupils leave here as happy, well rounded individuals ready to take on the next stage of their education and beyond. It is therefore important that our RSE curriculum allows them to understand how to develop happy, healthy relationships with others, respecting differences. The children should learn what are acceptable and unacceptable behaviours in friendships and other relationships. This will help our pupils to understand the positive effect that good relationships have on their mental well being, identify when relationships are not right and understand how to manage these situations.

This policy and the connected curriculum does not exist in isolation, but links with the PSHE curriculum, form times and assembly topics, as well as linking through academic subjects, as part of the wider curriculum.

### **Roles and Responsibilities**

The RSE curriculum and policy is overseen by the Deputy Head and Designated Safeguarding Lead (who is a member of the Senior Leadership Team) in conjunction with the Headmaster, the Director of Studies and Director of Teaching and Learning. The Head of PSHE also has significant input and responsibility. In addition, there are members of staff who deliver the RSE teaching.

Specialist outside speakers may also visit the school, to enhance the curriculum and the children's knowledge and engagement.

## **Curriculum Design and Content**

### **Relationships Education**

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document. Please note, information relating to our Year 7 & 8 programme is included.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary and secondary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘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’.

At St Neot’s School, we believe children should understand the facts about human reproduction. We define Sex Education as understanding human reproduction. We teach this as part of our PSHE provision. “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17.

At St Neot’s School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit)

Year 4, (Having a baby)

Year 5, (Conception)

Year 6, (Conception, birth)

Year 7 (Reproduction facts, IVF)

The school will inform parents of this by Curriculum Overviews and in writing, before the content is taught.

### **Curriculum coverage**

The RSE curriculum sits within the PSHE curriculum, as well as linking with academic subjects. For example, in Year 8, Biology covers the topic of human reproduction. Whilst the factual biological side

may be covered in this academic lesson, the emotional and social side will be covered in RSE. As such, sessions are timetabled to coordinate timings of sessions, thereby covering topics in depth.

RSE sessions cover the key areas, as per annex one, in age appropriate ways. Our RSE sessions will span the primary and secondary curriculum coverage, according to the year group the child is in.

Each term an assembly plan is created identifying topics for the week, which are to be used in assemblies and during form time. This reflects the spiritual, moral and cultural development of the pupils as well as linking with PSHE and RSE curriculums.

In Year 3 to Year 8, PSHE is timetabled and is taught by Form Tutors, the Head of PSHE and the Deputy Head. In Nursery to Year 2, it also forms part of the timetable but is less formalised and is incorporated into the school day.

RSE sessions are delivered within the timetabled PSHE lessons. The teachers delivering these lessons are well supported in their delivery of the content. The School Nurse may be involved in these sessions, drawing on her knowledge and experience as a qualified health professional. RSE may be enhanced from time to time by the provision of extra-curricular talks and workshops from external providers. The aim of these will be to respond to specific needs identified within the school as a whole or with specific groups. Any visitors to the School would follow the normal safeguarding procedure, including the Visiting Speakers policy, to ensure the safety of the children and the appropriateness of the content. All sessions are delivered in an open, non-judgemental way and pupils are encouraged to express their opinions and discuss their ideas respectfully.

The School takes a flexible approach to RSE sessions and recognises that should an issue arise, it may be necessary to include a topic earlier than planned. This would be handled sensitively and a whole team approach would be taken, recognising the age and developmental stage of the child.

### **Curriculum Monitoring and Assessment**

The curriculum content adheres to the DfE guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021). It also reflects the ages and developmental needs of our pupils.

Assessment and feedback is collated in a number of ways to help review current sessions, as well as help review and improve sessions moving forwards. Year group teams will discuss how lessons went, share resources and look at methods of delivery. For older pupils, staff may ask pupils prior to, or at the end of sessions, topics they would like covered or topics they would like more detail on.

The team will also look at curriculum mapping and progression, building on and extending on topics, to show how pupils' knowledge and understanding has developed.

The Education Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Education Committee gives serious consideration to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments.

### **Parental Requests to withdrawing Pupils from RSE Sessions**

The School will inform parents of the topics that their child will cover as part of the RSE programme.

Under DfE/ISI guidance, parents do not have the right to withdraw their child from Relationships Education. Parents have a limited right to withdraw their children from Sex Education. In order to do this, they must contact the Headmaster directly.

Before granting that right, the parents must be given clear information as to the topics that will be covered as well as the nature and purpose of the curriculum being delivered. In return, the parents should put in writing a clear overview of the reasons behind the request for their child to be withdrawn from sessions. A copy of this letter should be placed on the pupils file. This request only applies to Sex Education within the RSE curriculum and not to other academic subjects such as Biology, which may cover the scientific elements of reproduction.

Any pupils withdrawn from an RSE lesson will be given purposeful education during that period of withdrawal.

There is no right for a parent to request removal from Relationship Education.

### **Parental Engagement**

This policy has been distributed to parents and they have been asked to submit any comments, queries or constructive feedback into the School.

### **Staff Engagement**

This policy has been written with input from relevant staff as well as taking on board statutory guidance and requirements. It has been distributed to staff who have been asked to read and familiarise themselves with it as well as provide comment and feedback.

### **Pupil Engagement**

At times, specific needs may be identified or content coverage required, in response to pupils' questions, comments or experiences. When appropriate, prior to RSE lessons, they also have the opportunity to submit questions anonymously. This helps the teaching staff address issues and concerns that pupils may have.

### **Policy Review**

As with all School policies, this policy will be reviewed annually or more frequently if required. Any feedback received from staff, parents or pupils will be discussed and if necessary, amendments to the policy can be made.

### **Faith Perspectives**

St Neot's does not subscribe to a particular faith, although Christian celebrations are followed and we do have links with the local Christian Church. The School welcomes pupils from all faiths and backgrounds.

Teaching will be delivered sensitively, age appropriate, developmentally appropriate and within the law with due regard to the Equality Act (2010).

### **Special Education Needs and Accessibility for All Pupils**

RSE and Relationships Education is made accessible to all pupils regardless of age or developmental stage. Teaching will be differentiated as necessary, to ensure that the curriculum is accessible to all, including those with SEN. A sensitive approach will be taken. Lessons will be planned so that pupils of different abilities, including the most able, are suitably challenged.

### **Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ)**

The School caters for pupils from Nursery to Year 8. Children are encouraged to accept and celebrate individuality and difference. Differing family structures and makeup are discussed early on, which leads to open discussions and understanding. Whilst the school has school uniform expectations for boys and girls, we are also sensitive to those pupils who may identify with a different gender. In which case, the option of either uniform may be offered. Each case will be dealt with sensitivity and individually and in discussion with children and their families.

At St Neot's School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

### **Role of the Health Hub**

The School has a Health Hub which is managed by the School Nurse. It encompasses six elements: Pastoral Care, Health, Safeguarding, Advice, Support and Family Centred Care.

The Health Hub is available throughout the school day, with an open door policy for pupils from Year 3 - Year 8 to attend. Children in younger age groups can ask to attend but have to be accompanied by a member of staff. The Health Hub supports pupils who are injured, unwell or who need help and support or just some quiet time.

The Health Hub sees pupils' mental health and wellbeing to be as important as their physical health.

The Health Hub is involved in the delivery of the RSE curriculum which helps promote an open discussion of topics and issues and promotes question asking. Following on from RSE sessions pupils will often drop into the Hub to follow up on topics covered.

### **Safeguarding and Child Protection**

Staff all receive safeguarding training and are required to read relevant policies and documentation such as KCSIE (2023) as well as any updates for 2024.

Staff are aware that when delivering the RSE curriculum, some sessions may cover some sensitive and difficult issues. If a pupil discloses any safeguarding issues, staff are aware of how to support the pupil and escalate the concern to the DSL / Deputy DSL and follow procedures as set out in our Safeguarding Policy.



## Annex 1

## PSHE and RSE Coverage: Jigsaw

	Term 1 (Autumn Term)		Term 2 (Spring Term)		Term 3 (Summer Term)	
	Being Me in My World	Celebrating Difference	Relationships	Changing Me	Dreams and Goals (Term 3)	Healthy Me (Term 3)
<b>Nursery and Rec</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	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	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety
<b>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	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	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
<b>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	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	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

<p><b>Year 3</b></p>	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>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</p>	<p>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</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p>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</p>	<p>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</p>
<p><b>Year 4</b></p>	<p>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</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique <b>* Having a baby</b> Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>
<p><b>Year 5</b></p>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>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</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <b>*Conception (including IVF)</b> Growing responsibility Coping with change Preparing for</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>

			screen time Dangers of online grooming SMARRT internet safety rules	transition		
<b>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	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 <b>* Conception to birth</b> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition	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

## Year 7&8

Yr 7 Age 11-12	Term 1 (Autumn Term)		Term 2 (Spring Term)		Term 3 (Summer Term)	
	Being Me in My World	Celebrating Difference	Relationships	Changing Me	Dreams and Goals (Term 3)	Healthy Me (Term 3)
1	Who am I? fitting in	Prejudice, discrimination, assertiveness, what's important to you?	Relationship with self, consent, change, healthy relationships	Reproduction facts, puberty, FGM, breastfeeding, changes and how I feel about them	My dreams and goals Achievement and failure	Stress, effects, tips to combat stress, serotonin
2	Influences and influencers, Gateway emotions	Who influence you? Ethical issues, changing attitudes	Healthy relationships and support	Responsibilities of having a baby, <b>*Pregnancy and birth, * IVF</b>	Key skills needed for the future, what skills would I like to develop	Stress situations, physical reactions, exercise helps to relieve stress
3	Peer pressure,	Stereotypes and examples	Emotions in relationships,	Effective parenting skills,	Learning from	Substances, legal and illegal,

	belonging, Peer-on-Peer abuse		scenarios	pet care, is it ok to not want kids?, UN Children's' rights	Mistakes, setbacks	classification, law
4	Online identity, risks and tips to keep safe, Peer-on-Peer abuse	Challenging discrimination, protected characteristics and equality act	Happy families, discernment, authenticity	Media and image, cosmetic surgery, avatars, self-esteem	Influences, consequences of decisions, how could I positively affect my future?	Balanced diet, eating healthily, sleep and exercise benefits
5	Consequence of online comments, sexting, Peer-on-Peer abuse	Bullying, why be a bully? Would you intervene? Peer on-Peer abuse	Assertiveness, rights and responsibilities, sexting, Peer-on-Peer abuse consequences	Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain	Child criminal exploitation, gangs, bystander, emergency aid	Illness, treatment, vaccinations, medicines
6	Online safety	Inclusion or exclusion – importance of being included	Discernment, authenticity	Becoming an adult recap	Control over your life	Loneliness, 5 ways to well being

Yr 8 Age 12- 13	Term 1 (Autumn Term)		Term 2 (Spring Term)		Term 3 (Summer Term)	
	Being Me in My World	Celebrating Difference	Relationships	Changing Me	Dreams and Goals (Term 3)	Healthy Me (Term 3)
1	Who am I?, influences, uniqueness of me	Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime, examples	Relationship with self, social media self-image.	Intimate relationships, me and my relationships, attraction, healthy and unhealthy relationships Peer on-Peer abuse	Short-, medium- & long term goals – flexibility – employability skills - grit	Different types of health, my health and responsibility, health tips, vaccinations, dental etc
2	Family, definitions, community living	Social injustice, inequality, causes, benefits of multi culturalism	Pressures of different relationships, freedom and control	What makes a good relationship?	Money – impact - positives and negatives – what can't be bought?	Stressful situations and triggers
3	Family expectations, active listening, roles within the family (i.e., firstborn etc)	Religion in decline? Positives, fundamentalism, stereotypes, celebrating diversity	Privacy, personal space, invasion of privacy, paparazzi and celebrity	Me and my relationships, attraction, love or crush?	Online safety – digital footprint, impact on career	Substance effects on the body and mind

4	First impressions, influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, emotional, Peer-on-Peer abuse consequences, get involved, Golden rule	Good relationship, control, anti-bullying, power, coercion, Peer-on-Peer abuse	Pornography, art?, is it ok for adults to look at porn? Age limits, is porn real?  Peer-on-Peer abuse	Money, wages and career goals, what affects your earning potential, budgeting	Substance misuse and the law, county lines, exploitation of young people
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Social media, safety tips, laws, trolling, Peer-on-Peer abuse, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios	Weekly costs, debt, gambling, emotions linked to too much/little money	Disease, herd immunity, medicines, vaccinations
6	Being unique, expectations, managing them	Is it only the rich that can change the world? Charles Drew, How can I make a difference? Issues and traits needed, organ/blood donation	Healthy relationships and control	Can a relationship be honest and real as well as exciting and fun?	Gambling issues and support	Substances, pros and cons

\* Parental right to withdraw (see policy for guidance)