



Relationships and Sex Education Policy (RSE)

Policy Owner: DH (A), Head of PSHE

Review Date: Spring Term 2021

Next Review Date: Spring Term 2022

Reference Documents/Websites:

<https://www.pshe-association.org.uk/>

<http://www.jigsawpshe.com/jigsaw-articles-a-z/>

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<http://www.gov.uk/schools/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>

Education Act (1996)

Learning and Skills Act (2000)

Equality Act (2010)

Keeping Children Safe in Education (2020)

Also to read in conjunction with Crosfields School Policies below

PSHE Policy (A5)

Child Protection Policy (A6)

Special Educational Needs and Disability (SEND) Policy (A17)

E-Safety Policy

Anti-Bullying Policy

Equal Opportunities Policy

Special Education Needs Policy

Pupils' Acceptable Use Policy (AUP)

This policy is for all pupils at Crosfields School. The policy is available to all pupils and parents via the School's website, or from the School Office.

Introduction

Relationships and Sex Education is compulsory in all schools in England as detailed in this policy.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers can be seen [here](#).

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

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

Crosfields uses the framework of the Jigsaw Programme which we feel covers all aspects of Relationships Education, Relationships and Sex Education and Health Education in an age-appropriate way.

Aims

The aims of Sex and Relationship Education at Crosfields School are:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

Rationale and Ethos

‘RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

We are mindful that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Naturally, this presents many positive and exciting opportunities, but also challenges and risks. In this environment, it is essential that our pupils know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, including the nature and quality of the personal relationships they will establish and seek to maintain.

Relationships and Sex Education provides an important forum to give pupils the life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It is, therefore, a tool to safeguard children. Relationships and Sex Education aims to promote equality between individuals and groups irrespective of individual differences. It involves an exploration of human and social diversity, and a fostering of self-worth.

At Crosfields, our RSE programme is an integral part of our PSHE provision, especially as education about 'Relationships' is covered by many aspects of the PSHE Curriculum. It is not delivered in isolation but also embedded in other curriculum areas e.g ICT, RS and Science.

The teachers that deliver the RSE programme are the teachers who deliver PSHE throughout the year. Those staff members are supported and receive additional training in the format of Continuing Professional Development (CPD) which includes reminders of the protocols of child protection, safeguarding and confidentiality and when to utilise the expertise of the Designated Safeguarding Lead (DSL).

Crosfields overarching aims for teaching RSE is that it is inclusive, and meets the needs of all our pupils, including those with special educational needs and disabilities and that it ensures that it fosters both gender equality and LGBT + equality.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Teachers of PSHE, Designated Safeguarding Leads and all teachers share responsibilities for safeguarding and all have a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Additionally, all Crosfields pupils are taught 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, 2020) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). The School summer holiday, 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 (2018) which

includes a section for schools. All Teachers at Crosfields are required to read KCSIE and undertake Safeguarding training each Autumn term.

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

- Anti-Bullying Policy
- Behaviour & Disciplinary Procedures Policy
- Smoking, Alcohol and Drugs Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Data Protection and IT Network AUP Policies
- Equal Opportunities Policy
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy

Roles and Responsibilities

The role of the Governing Body

Responsibility for the RSE policy at Crosfields School ultimately lies with the governing body. The policy and teaching of RSE is reviewed annually in the Autumn Term from the Education and Welfare Committee.

The role of the Headmaster

It is the responsibility of the headmaster to ensure that staff and parents are informed about the teaching of RSE, and that it is done so effectively. It is also the headmaster's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headmaster monitors this on a regular basis and reports to governors, when requested, on the effectiveness of the framework.

The headmaster will discuss any withdrawal requests with parents.

The Role of the Head of PSHE

The Head of PSHE is responsible for writing a Scheme of Work to include all aspects of the RSE requirements of the school. They organised training and support all staff teaching PSHE.

The Head of PSHE and staff are responsible for:

- Delivering the RE or 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 them to be withdrawn from the non-statutory and non-science components of RSE

Curriculum Content and Delivery

The curriculum has been developed following the aims and rationale explained in this policy. RSE is taught at Crosfields during timetabled PSHE lessons, using the Jigsaw scheme of work. The grid below shows specific RSE learning intentions and possible lesson guidelines for each year group in the 'Changing Me' Topic. This topic is taught in the Summer Term. At Crosfields there is much discussion with each Head of year in order to keep all lessons age and stage appropriate.

In addition to the PSHE lessons children in Year 5 have 2 additional lessons on puberty. These are taught in two single sex groups by teachers they are familiar with and the school nurse.

Our RSE programme will be taught through a range of teaching methods and activities that are age and stage appropriate. Including the emotional maturity of individual pupils and any prior experiences that may impact their learning.

Jigsaw RSE Content (Reception to Year 6)

Year Group	Lesson number	Learning Intentions 'Pupils will be able to...'
FS1/2	3 Growing up	Seek out others to share experiences. Show affection and concern for people who are special to them Explain own knowledge and understanding, and ask appropriate questions of others Show sensitivity to others' needs and feelings
1	4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings

Year Group	Lesson number	Learning Intentions 'Pupils will be able to...'
	4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	5 Attraction	understand how being physically attracted to someone changes the nature of the relationship

Year Group	Lesson number	Learning Intentions 'Pupils will be able to...'
		express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Years 7 to 9 Relationships and Sex Education Content, incorporating information from both JIGSAW and the PSHE Association and discussions with pastoral tutors and the Deputy Head Pastoral in order to keep all lessons age and stage appropriate.

Year Group	Timeframe	Learning Intentions 'Pupils will be able to...'
7	Summer 1 st and 2 nd Half	<p>Participate in group and class discussion about the components of positive relationships and the values and qualities in relationships</p> <p>Recognise what they already know about sexual development and health, including a review of puberty and body development</p> <p>Discuss the impact and portrayal of relationships in social media</p> <p>Understand that is okay to know something and it is important to be able to ask questions</p>
8	Summer 1 st and 2 nd Half	<p>Discuss components of positive relationships</p> <p>Describe some of the benefits, risks and consequences of different levels of intimacy and learning how to take responsibility for managing changes in relationships</p> <p>Access the level of intimacy that they think is appropriate at different stages in relationships</p> <p>Understand that intimacy in a relationship should be at an agreed, comfortable level for both partners and that it is possible to be intimate without the risks of penetrative sex</p> <p>Recognise that all of this is applicable to both heterosexual and same-sex couples</p>
9		<p>Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship and understand the features of positive, stable, intimate relationships</p> <p>Understand that consent is a vital feature of a sexual relationship and know about sex and the law</p> <p>Recognise that pornography and some media images give a false impression of sex and sexual relationships. They are able to challenge stereotypical ideas of 'ideal' males and females</p> <p>Describe the different contraception methods available and understand that contraception is important for sexual health as well as preventing pregnancy</p> <p>Understand the consequences of unprotected sex</p>

Children in Year 8 also have a visiting expert from Jigsaw to teach a specific RSE lesson towards the end of the Summer Term.

Withdrawal from RSE lessons

In **primary** education (Nursery – Year 6) from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child').
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

In **secondary** education (Years 7-11) from September 2020:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Requests for withdrawal should be put in writing to the Headmaster. A copy of withdrawal requests will be placed on the pupil's educational record. The headmaster will discuss the request with parents.

Engaging parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the delivery of the PSHE programme. We are aware that parents and carers are often the prime educators on these issues, as a school we aim to reinforce and complement their role.

Communication is an important part of the RSE provision at Crosfields. Parents and carers are/will be given the opportunity gain an understanding through:

- Parents PSHE Information Evenings or coffee mornings. Giving parents the opportunity to understand the breadth and content of the curriculum as well as the ability to ask questions.
- A letter sent to parents prior to the RSE lessons being taught in school.
- Parents Evenings
- Reading the PSHE policy and RSE policy, available on the school website or from the school office.
- Information leaflets and displays

Diversity and Inclusion

This policy is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes includes clear, impartial scientific information on matters such as the changes of puberty, aborted and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation.

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.

As a school we have specific responsibilities in relation to equality and protected characteristics. It is important that RSE fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. The RSE policy is respectful of how pupils choose to identify themselves, understanding their sexual orientation and gender identity that may be emerging.

SEND Provision

Pupils with SEND may need additional support to make sense of RSE lessons, sometimes separate small group sessions or individual work can help, especially since aspects of their maturity may lag behind their peers. It may be appropriate to offer additional small group sessions for pupils with SEND which allow for questions and discussion that might be challenging or increase the risk of bullying in a usual class format.

Sometimes RSE needs for pupils with Autistic Spectrum Conditions are more specific and there is likely to be a higher incidence of 'social masking' and this should be taken in to consideration when evaluating the effectiveness of teaching and whether pupils have understood the nuances of social and appropriate intimate relationships.

Pupils with physical disability may have to find different ways to communicate, take part in learning and everyday activities: including making friends and socialising with others. They

may have anxiety about a different body shape or image, worry about how their body works and what others may think. They may have additional worries or questions about puberty, how they can have sex and whether they can have children. They may not have the opportunity to talk about these things with others with similar needs. It is important that these pupils have access to RSE alongside their peers as well as additional opportunities to explore questions that the RSE curriculum may raise for them. These conversations should take place in a safe space with a trusted and informed adult with access to appropriate, high quality information and resources specific to their needs and requirements.

Safeguarding / Confidentiality and Child Protection Issues

At the start of each RSE lesson teachers will remind pupils of the Jigsaw Charter that is used in all PSHE lessons. Ensuring children listen and allow others to speak, respect other opinions, maintain privacy and allow other to learn.

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 issue. 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 ends. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding and Child Protection policy is followed and teachers will consult with the Designated Safeguarding Lead.

Visitors and external agencies which support the delivery of RSE are required to follow the school's visitor protocol. They will be accompanied by a member of Crosfields staff during they interactions with pupils.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members 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 that others have the right to 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. Questions do not have to be answered directly, and can be addressed individually later.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned.

Crosfields believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Monitoring and Evaluation

The Head of PSHE and Deputy Head Academic will be responsible for ensuring the policy and schemes of work are implemented as agreed. They will gather feedback from pupils, staff and parents and present a review to the Education and Welfare Committee of the governing body annually.