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# Relationships and Sex Education Policy

Approval Date: October 2023  
Review Date: October 2024

## Development of RSE Policy

Date of original policy: June 2020

SLT Review: annually

Staff responsibility: Miss Challenor (Headteacher) Miss Cespedes (PSHE Co-ordinator) and

## Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

## Relationship and Sex Education

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

**RSE is not about the promotion of sexual activity.**

## Aims

RSE reflects the school's vision and values, which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens.

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to prepare pupils for adult life, to support the development of self-respect and empathy for others and promotes the development of skills and the understanding necessary to manage conflict peacefully. It enables learners to recognise and avoid exploitation and abuse, by staying safe both on and offline.

Key stage 1:

- Teach pupils to respect and care for their bodies;
- Learn to recognise similarities and differences;
- Support children in identifying different types of families;
- Know who they can talk to and trust;
- Provide children with a toolkit to understand and manage their emotions;
- Help children identify safe and unsafe situations.

Key stage 2:

- 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;
- Reinforce and develops pupils' understanding of how to stay safe online.

### Jigsaw Programme

At Dovecotes School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

### Policy requirements

RSE and Health Education is statutory in all schools from September 2020. We recognise that as a school we have legal responsibility under The Relationships and Sex Education and Health Education (England) guidance to provide a curriculum that meets the needs of all our pupils, and one which is also in line with Equality Act 2010.

Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education.

Relationships Education in primary schools will cover:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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 your children's needs. The mapping document shows how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements. (see Appendix A)

### Delivery of RSE

RSE is taught within the personal, social, health and education curriculum (PSHE) with biological aspects of RSE taught within the science curriculum.

Pupils also receive stand-alone puberty and sex education sessions delivered by trained health professionals (school nurses).

Through the delivery of RSE, children will develop an awareness of what positive relationships are and what healthy relationships look like. They will build up respect for one another and identify similarities and differences between families.

They will have the knowledge to access the internet safely and know how to form positive relationships online.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered for example, through teaching about different types of family, including those with same sex parents.

### Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Dovecotes School we allocate approximately an hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way, although, at times during the academic year, these teaching periods may be shortened due to the way we block certain PSHE-based thematic weeks or days.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

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.

### Special Educational Needs and/or Additional needs

We will ensure all children will receive a fair RSE curriculum, and we will offer a provision ensuring high quality teaching is differentiated and personalised to ensure accessibility for all children. Teachers and/or teaching assistants will work with individual pupils where required,

and if appropriate.

## Roles and responsibilities

### Head teacher

- The head teacher is responsible for ensuring RSE will be consistently taught across whole school and to withdraw pupils from non-statutory components of RSE if necessary.

### Governors

- The governing board will approve the RSE policy, and hold the head teacher to account for the implementation.

### Staff

All staff will:

- Ensure they are up to date with our school policy and changes in line with RSE and curriculum requirements;
- Attend relevant training and development opportunities around relationship, sex education;
- Ensure that the delivery of RSE is done sensitively;
- To model positive attitudes and ensure their own personal beliefs will not prevent them from delivering a balanced RSE in line with our school policy;
- Tailor their lessons to suit all pupils in their class and ensure they are aware of pupils' faiths and backgrounds;
- Provide regular feedback to SLT and the PSHE co-ordinator on their teaching and children's responses;
- 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.

### Pupils

Pupils will:

- Take part in RSE lessons and take them seriously;
- Listen in class, be respectful and sensitive to others' feelings and beliefs;
- Comply to confidentiality and ground rules within class.

### Training

Staff will be kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings or INSET days.

Visitors maybe invited from outside of the school, such as nurses or sexual health professionals, to provide support and training to staff teaching RSE

### Answering Questions

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and consideration will be given to religious, cultural and external factors.

Each class has an anonymous question box, which can be used by the children, if they have any questions or they can use the e-worry box on the school website.

### Child Protection

The teachers cannot offer unconditional confidentiality. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, they will discuss this issue with the Designated Safeguarding Lead, who will take action in line with the Child Protection Policy. Teachers will also use CPOMS (Child Protection Online Monitoring System) to record any disclosures.

### Parent withdrawals

Parents have the right to withdraw their children from parts of the RSE curriculum (sex education), except for those parts included within the National Curriculum for Science, which are statutory. Those parents/carers wishing to exercise the right to withdraw their child is encouraged to make an appointment with the headteacher or PSHE Education Coordinator, to discuss the matter further.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal request will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE in school and extend their learning appropriately. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

## Monitoring

Monitoring of this policy is the responsibility of the headteacher, the governing body and the PSHE coordinator.

The school will assess the aims, contents and methods in promoting children's learning through learning walks, feedback from staff members and pupils' voice meetings.

This policy document is available to view on the school website.



Appendix A

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (F1-F2)	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</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</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</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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</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</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 SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</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
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education