

Katherine Semar Schools

Relationships and Sex Education Policy



Last Reviewed: November 2023

To be Reviewed: November 2024

Introduction

Katherine Semar Schools considers Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. Our RSE curriculum is carefully planned and delivered with the support of Jigsaw teaching materials. Jigsaw is a mindful approach to PSHE which covers all statutory requirements within a whole-school PSHE Programme including RSE. At Katherine Semar our RSE curriculum is planned to ensure age-appropriate content is delivered to each year group which progresses and they move through the school. This policy reflects the requirements of the DFE Sex and Relationship Guidance.

Aims

At Katherine Semar the aims of relationships and sex education (RSE) at our school are to:

- 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
- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

Objectives

- 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.

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand and value that there are strong and mutually supportive relationships both inside and outside of marriage. We work to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We work to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus

preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Statutory requirements

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.

At Katherine Semar Schools we follow the National Curriculum, including the requirements to teach science which includes elements of sex education and PSHE including RSE. In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Teaching and Learning Including Delivery of the Curriculum

At Katherine Semar Schools we teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. The Jigsaw scheme of work consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Every Piece has two Learning Intentions, one specific to RSE and the other designed to develop emotional literacy and social skills.

Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

The development of the Relationships (Relationship Education) and Changing Me (Sex Education) Puzzle Pieces from Jigsaw scheme:

| Age Group | Subject Content - Relationships | Subject Content – Changing Me |
|----------------------|--|---|
| Ages 3-5 F1 F2 | <ul style="list-style-type: none">➤ Family life➤ Friendships➤ Breaking friendships➤ Falling out➤ Dealing with bullying➤ Being a good friend | <ul style="list-style-type: none">➤ Bodies Respecting my body➤ Growing up➤ Growth and change➤ Fun and fears➤ Celebrations |
| Ages 5-6 | <ul style="list-style-type: none">➤ 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 | <ul style="list-style-type: none">➤ 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 |

| | | |
|------------|---|--|
| | <ul style="list-style-type: none"> ➤ Being a good friend to myself ➤ Celebrating special relationships | <ul style="list-style-type: none"> ➤ Coping with change ➤ Transition |
| Ages 6-7 | <ul style="list-style-type: none"> ➤ Different types of family ➤ Physical contact boundaries ➤ Friendship and conflict ➤ Secrets Trust and appreciation ➤ Expressing appreciation for special relationships | <ul style="list-style-type: none"> ➤ Life cycles in nature ➤ Growing from young to old ➤ Increasing independence ➤ Differences in female and male bodies (correct terminology) ➤ Assertiveness ➤ Preparing for transition |
| Ages 7-8 | <ul style="list-style-type: none"> ➤ 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 | <ul style="list-style-type: none"> ➤ How babies grow ➤ Understanding a baby's needs ➤ Outside body changes ➤ Inside body changes ➤ Family stereotypes ➤ Challenging my ideas ➤ Preparing for transition |
| Ages 8-9 | <ul style="list-style-type: none"> ➤ Jealousy ➤ Love and loss ➤ Memories of loved ones ➤ Getting on and Falling Out ➤ Girlfriends and boyfriends ➤ Showing appreciation to people and animals | <ul style="list-style-type: none"> ➤ Being unique ➤ Having a baby ➤ Girls and puberty ➤ Confidence in change ➤ Accepting change ➤ Preparing for transition ➤ Environmental change |
| Ages 9-10 | <ul style="list-style-type: none"> ➤ 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 | <ul style="list-style-type: none"> ➤ 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 |
| Ages 10-11 | <ul style="list-style-type: none"> ➤ Mental health ➤ Identifying mental health worries and sources of support ➤ Love and loss ➤ Managing feelings ➤ Power and control | <ul style="list-style-type: none"> ➤ Self-image ➤ Body image ➤ Puberty and feelings ➤ Conception to birth ➤ Reflections about change ➤ Physical attraction |

| | | |
|--|--|---|
| | > Assertiveness Technology safety > Take responsibility with technology use | > Respect and consent > Boyfriends/girlfriends > Sexting Transition |
|--|--|---|

RSE is also taught through other subject areas: Science, PE and R.E which contribute significantly to a child's knowledge and understanding of:

- > his or her own body, and how it is changing and developing
- > reflecting on family relationships, different family groups and friendship
- > rituals and traditions associated with birth, marriage and death and talk about the emotions involved
- > that animals including humans, move, feed, grow and use their senses and reproduce
- > recognise and compare the main external parts of the bodies of humans
- > that humans and animals can reproduce offspring and these grow into adults
- > recognise similarities and differences between themselves and others
- > treating others with sensitivity
- > That the life processes common to humans and other animals including nutrition, growth and reproduction
- > About the main stages of the human life cycle

RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are also mindful of preparing for adulthood outcomes,¹² as set out in the SEND code of practice, when teaching these subjects to those with SEND.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

For some SEND pupils in our school there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. This may mean some children access to

additional one to one bespoke curriculum content delivered by a trained learning mentor. As with all teaching for these subjects, the school will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. As suggested in the guidance the head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

Before granting any such request it would be advisable that parents discuss the request with headteacher and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This school want to document this process to ensure a record is kept. It is likely the head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from lessons which are part of the science curriculum, Relationships Education or Health Education.

Policy development

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff developed the policy using all relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents, part of the parent forum, attended a meeting to share and discuss the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE and reviewed this with our well-being ambassadors
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

The Role of Parents

At Katherine Semar understand that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Display the RSE policy on our school website for parents to have access at any time
- Answer any questions that parents may have about the RSE of their child
- Understand parents have the right to withdraw their children from those aspects of Sex Education, not included in the Science Curriculum.
- Ensure parents/carers understand they cannot withdraw their children from Relationships Education.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the Staff

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 them to be withdrawn from the [non-statutory/non-science] components of RSE

All teaching staff at Katherine Semar Schools are responsible for teaching RSE in our school.

During any RSE lesson, if any disclosure is made or the teacher has any concerns, the Katherine Semar Safeguarding Procedure will be followed. This includes immediate disclosure to the designated Safeguarding Leads.

The Role of the Governing Body

The governing board will

- Approve the RSE policy and hold the head teacher to account for its implementation.
- Will hold the head teacher to account for the implementation of this policy.

The Role of the Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Training

Staff have been trained on the delivery of RSE by an external trainer from Jigsaw and have access to further materials to support their knowledge and understanding of the curriculum, planning and delivery of RSE.

Monitoring arrangements

The delivery of RSE is monitored by members of SLT and the PHSE Subject Leads through:

- Drop in monitoring, planning scrutinies, learning walks, book scrutinies and discussion with teachers.
- Pupils' development in RSE is monitored by class teachers.
- This policy will be reviewed by a member of SLT annually. At every review, the policy will be approved by the governing body and head teacher.
- The Jigsaw scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.