



# **Relationships and Sex Education Policy**

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### **1. Aims, rationale and ethos**

We aim to ensure that all pupils:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are prepared for the responsibilities and experiences of adult life;

- develop an understanding of how his/her body works, including the basic facts of sex, reproduction and changes during puberty;
- foster an understanding and appreciation of the range of loving, caring relationships within the context of family life;
- accept personal responsibility and develop an awareness of its importance to society at large;
- are able to protect themselves and ask for support;
- develop respect for others and themselves.

At Coates Way we aim to consider the development of the whole pupil - spiritual, moral, cultural, emotional and physical aspects. The teaching of RSE will help pupils with understanding the opportunities, responsibilities and experiences of adult life.

We believe Relationships and Sex Education is important for our pupils and school. We want our children to learn to understand and respect our common humanity, diversity and differences so that they go on to form the effective, fulfilling relationships that are an essential part of life and learning. The programme is set within a moral framework and matched to the pupils' level of maturity.

## 2. 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...They also make Health Education compulsory in all schools except independent schools.*

DfE Guidance p.8

*“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”*

Secretary of State Foreword DfE Guidance 2019 p.4-5

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## 3. Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, 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.

#### **4. Curriculum**

Our RSE curriculum is embedded through our PSHE curriculum. At Coates Way School we have adopted the Jigsaw PSHE programme.

Teaching strategies are varied and are mindful of the need for differentiation. Jigsaw is designed as a whole school approach with all year groups working on the same theme (puzzle) at the same time. Each piece has two learning intentions- one is based on specific PSHE learning and one is based on emotional literacy and social skills.

We have developed the curriculum taking into account the age, needs and feelings of pupils.

The curriculum will focus on:

- Preparing boys and girls for the changes that adolescences brings
- Exploring the impact of puberty on the body and the importance of personal hygiene
- Sexual differences and naming body parts
- Challenge false norms, stereotypes and prejudice
- Present and explore the diverse society so pupils develop an acceptance of and value difference
- Provide appropriate role models
- About the nature and importance of marriage for family life and bringing up children and that there are strong and mutually supportive relationships outside of marriage - these can include heterosexual or same-sex relationships.
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

Our pupils will be reassured about the changes that will happen in their bodies, their behaviour, their feelings and their relationships and to develop the knowledge and skills appropriate to their level of maturity and developmental needs. Understanding the changing adolescent body is part of the mandatory health curriculum and is not optional. How humans reproduce has long been delivered as a part of the national curriculum science focus on reproduction in animals.

Central to our programme is the growth of self-esteem and taking responsibility for oneself and one's actions. Pupils who feel positive about themselves think positively of other people, develop caring relationships, and are less likely to be exploited by others.

The document entitled, Relationship and Sex Education in the Primary School. A Guided for Parents attached on the school's website: Jigsaw 3-11 and statutory Relationships and Health Education, shows the progression and exactly how Jigsaw (the adopted scheme at Coates Way) meets the statutory Relationships and Health Education requirements. The specific content of the 'Changing Me (RSE)' topic and all other topics can be found in the document: PSHE Long Term Planning which is published on the School's website.

For further detail on the curriculum, please visit the curriculum pages on the website or see the appendix below.

## **5. Delivery**

The majority of the RSE curriculum is taught in PSHE lessons however, we also teach RSE through other subject areas e.g., Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with Science, children learn about animals, including humans as well as life processes or reproduction. They also learn about changes to humans as they develop. Children learn to recognize that living things produce offspring. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. E-safety is also discussed as an important part of developing safe relationships.

The school recognises the value of the new curriculum in ensuring a wider relationship and families context for this learning. We hope to prevent and remove prejudice and teach children through the context of family life (families can include single parent, adoptive or foster parents, LGBT parents among others). We are aware, and sensitive to, the diverse and different family structures. Throughout our programme, pupils will have the opportunity to express themselves within a trusted and safe environment. They need to feel that they can articulate their thoughts, doubts, and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

## **6. Roles and Responsibilities**

### *Governors and Head Teacher*

The preparation of a written policy and its availability are part of the governors' responsibility. The Head teacher has responsibility for the delivery of relationship education and sex education within the school, alongside the mandatory Science and PSHE subject leaders and with due regard to the RSE guidance.

### *RSE Lead*

The RSE programme will be led by the PHSE lead within the school and will be taught by Class Teachers.

### **Teachers**

Relationship and Sex education is taught in a sensitive way by the class teacher. The children are taught in mixed-gender groups with the opportunity for single-gender discussion groups as appropriate. During the teaching of RSE, appropriate biological language will be used at all times.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.

### **Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that maturity bring.

It is intended that our teaching is complementary and supportive to the role of parents and we welcome parents' views about content and presentation.

It is important to note that while we will endeavour to take parent's considerations to the curriculum it cannot mean that subjects will be vetoed that are part of the statutory requirements as set out in the Dfe document. Parents will have the opportunity to view materials and hear details of the sessions to be delivered.

We take seriously any issues that parents raise about this policy or arrangements for RSE in the school. The link below provides some useful frequently asked questions produced by the government.

[https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rseand-health-education-faqs#:~:text=Government%20response-Relationships%20education%2C%20relationships%20and%20sex%20education,RSE\)%20and%20h,health%20education%3A%20FAQs&text=The%20Department%20for%20Education%20is,secondary%20pupils%20from%20September%202020.](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rseand-health-education-faqs#:~:text=Government%20response-Relationships%20education%2C%20relationships%20and%20sex%20education,RSE)%20and%20h,health%20education%3A%20FAQs&text=The%20Department%20for%20Education%20is,secondary%20pupils%20from%20September%202020.)

### **Pupils**

Pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Teachers and other professionals must exercise their discretion and judgment about how to sensitively deal with issues raised by an individual pupil. It will not always be appropriate to deal with such issues with the whole teaching group.

## **7. Right to request to be withdrawn from Sex Education**

Parents can request withdrawal from Sex Education at Primary but not from Relationships Education or Health Education. It is to be noted that this rarely happens as, through strong parent relationships, they recognise the importance of this.

At Coates Way 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) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school asks that parents submit their requests in writing to the Headteacher who will make alternative arrangements for the supervision of their child. However, it is important for parents to note that National Curriculum Science requires children to know how mammals reproduce, therefore some of this content will be taught in the Science curriculum which parents will not have the right to withdraw from. We are of course happy to discuss the content of the curriculum and invite you to contact us to arrange a meeting.

## **8. Confidentiality and Safeguarding**

The focus of keeping children safe is a key priority for us at Coates Way. As the teaching of RSE allows children an open forum to discuss key issues, teachers and other school staff are aware that such discussion about what is and is not acceptable in a relationship may lead to a disclosure of a child protection issue. In this case, if we feel a child may be at risk, staff will follow the school procedure on reporting such a disclosure to the designated senior person. Safeguarding is included in the parent questionnaire to ensure parents understand that this is a key priority.

## **9. SEND**

Inclusive, high-quality teaching is the first step in responding to pupils who have special educational needs. Jigsaw is written as a universal core PSHE curriculum provision for all children. Inclusivity is a key part of its philosophy. The SEND inclusion jigsaw makes sure planning and implementation meets the needs of all learners and builds in high expectations for everyone. Teachers will need, as always, to tailor each session to meet the needs of the children in their classes.

The mindfulness approach that is used across each lesson allows pupils of all abilities to access the learning. To further support differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work.

## **10. Equality**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At Cotes Way 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.

### **11. Monitoring, reporting and evaluation**

SLT will monitor delivery of RSE through planning scrutiny, learning walks and lesson observations. Teachers will critically reflect on their work in the delivery of RSE and pupils will have the opportunity to reflect on their learning during lessons.

Any external agencies used during the teaching will be monitored and evaluated by the RSE lead. Pupil voice as well as work carried out is key in adapting and amending future teaching.

### **12. RSE policy review**

This policy will be reviewed annually by the staff and Governors. This will ensure it is up to date and continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

## **APPENDIX**

### **Relationships Education in Primary schools – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.



The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>Aspects covered within JIGSAW</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me Celebrating</li> <li>• Difference</li> <li>• Being Me in My World</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>
	<p>face-to-face relationships, including the importance of</p>	

	<p>respect for others online including when we are anonymous.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.</p>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me Celebrating Difference</li> </ul>
<b>Being safe</b>	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.</p>	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>Aspects covered within JIGSAW</b>
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<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. □ the benefits of physical exercise, time outdoors,</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
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	<p>community participation, voluntary and service-based activity on mental well-being and happiness.</p> <ul style="list-style-type: none"> <li>□ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>□ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>□ that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>□ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>□ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
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<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> that for most people the internet is an integral part of life and has many benefits.</li> <li><input type="checkbox"/> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li><input type="checkbox"/> why social media, some computer games and online gaming, for example, are age restricted.</li> <li><input type="checkbox"/> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li><input type="checkbox"/> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> the characteristics and mental and physical benefits of an active lifestyle.</li> <li><input type="checkbox"/> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li><input type="checkbox"/> the risks associated with an inactive lifestyle (including obesity).</li> <li><input type="checkbox"/> how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> what constitutes a healthy diet (including understanding</li> </ul>	<p>All of these aspects are</p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> calories and other nutritional content).</li> <li><input type="checkbox"/> the principles of planning and preparing a range of healthy meals.</li> <li><input type="checkbox"/> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Healthy Me</li> </ul>

<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>☐ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>☐ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>☐ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>☐ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>☐ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>☐ the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>☐ Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>☐ how to make a clear and efficient call to emergency services if necessary.</li> <li>☐ concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>☐ Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>☐ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>☐ about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>