



## Relationships and Sex Education Policy - Draft

Tickton Church of England School



### Policy Statement

#### Vision & Values

Our vision is for every member of our school family to thrive through a positive, nurturing and rich education within the context of our Christian values so that each child lives life in all its fullness.

*"I have come so that you might have life – life in all its fullness."* John 10:10

We promote excellence in everything we do, inspiring our children for life today, tomorrow and in the future.

#### Aims and Key Principles

'We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we base all our teaching & learning upon the Christian values of respect, trust, forgiveness, caring & honesty.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

This policy should also be read in conjunction with

- Safeguarding Policy & Procedures
- Equal Opportunities Policy
- RE Policy
- Mental Health & Wellbeing

#### Defining Relationships Education for Church of England Schools:

In Tickton Church of England school, we want young people to flourish and to gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such in CofE Schools, Relationships, sex and health education lessons will help pupils in explore the foundational ethic of “Love your neighbour as yourself” (Mark 12.31).

Pupils will have considered how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

**Relationships Education** is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

In this school any content that might be regarded as Sex Education: learning about human body parts, growth, puberty and reproduction will be taught through the Science Curriculum. Parents **do not** have the right the excuse their children from this aspect of the curriculum.

### **Sex Education**

The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. Parents **do not** have the right to withdraw from this aspect of the curriculum.

In Tickton Church of England Primary School we have decided that it is important to include certain aspects of sex education in our curriculum to protect and prepare the children in our community. As puberty can begin in children as young as 9 we have decided to teach how the body changes during puberty in lower key stage 2. Sexual reproduction, covering ‘How Babies are made’ will be taught in years 5 & 6. The content on sexual reproduction is taught by the School Nurse who visits school specifically for this purpose.

Parents will be informed in advance of these lessons through our termly curriculum overviews posted on our website. Parents **do** have the right to excuse their children from this aspect of sex education and can do so by applying in writing to the Headteacher. We will invite you to talk through your concerns, we will explain our rationale for RSHE and invite you to review the materials we hope to use. Withdrawing your child from sex education remains a statutory right as a parent or legal guardian.

### **Defining Health Education**

Health Education is learning about physical health and mental wellbeing, so pupils can make wise choices to ensure their own flourishing and the flourishing of others.<sup>1</sup>

### **Church of England/ Methodist Context**

In our school our Christian vision shapes all we do. Pupils are encouraged to grow in self-worth and esteem as unique people made in the image of God. They learn how to steward the gift of themselves well: how to protect and care well for themselves. We encourage pupils to grow to understand the unique gift of everyone else.

Pupils will consider the importance of long term relationships as building blocks for family stability. This will encompass the teachings of the Anglican/ Methodist Church, including the diversity of understandings about marriage and the diversity of beliefs about the appropriate context for sexual relationships. The core beliefs about the importance of trust, loyalty, fidelity and choice will be explored, as well as the understanding that abstinence and celibacy can be positive life choices. Pupils need to understand that they will make mistakes in relationships but that there is a way back through forgiveness and reconciliation.

### **How will RSE be taught in our school?**

PSHE, which includes Relationships and Sex Education, is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed

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<sup>1</sup> See “Mental Health and Wellbeing: Towards a Whole School Approach” March 2018

as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group. Pupils with SEND will have had the content made accessible to them by high quality teaching that is differentiated and personalised.

### **Inclusion and Differentiated learning**

We will ensure Relationships Education, Relationships and Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to pupils’ different abilities, levels of maturity and personal circumstances in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. These questions will be responded to in the context of the school’s inclusion policy.

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, in an age appropriate way, as in the table below

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of looking at change

The Jigsaw programme is taught by our school staff with only some elements being taught by outside agencies (such as first aid or aspects about puberty). It is important that pupils have confidence in the teacher and that a “safe space” is created where pupils feel confident and can ask age appropriate questions.

### **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.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Staff will respond factually and honestly to questions, giving careful consideration to their age appropriateness and content. It may be appropriate for some questions to be followed up and responded to on an individual basis. Personal enquiries will not be allowed. Safeguarding concerns raised by any questions or disclosures will be taken very seriously; staff will implement and follow the school's safeguarding policy and procedures, alerting the safeguarding lead.

Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Jigsaw curriculum is published on our school website
- Overview of content is published each term
- Parents consulted via questionnaire (during Covid restrictions)
- Discussions at parents' open evenings

This policy has been produced by consultation with Church of England Education Office guidance, staff, governors and parents.

This policy will be monitored and evaluated by Miss Z Dowson

Approved by FGB on 09.02.21

Last reviewed: July 2023

Date of next review: July 2024