



THE ST. BART'S  
**ACADEMY**  
— TRUST —

# Whole School Relationship and Sex Education Policy

June 2023

# The St. Bart's Academy Trust

## Whole School Relationship and Sex Education Policy

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June 2023	Review and re-adoption Section 1 Foreward Section 2 Statutory Requirements for Primary Schools Section 3 What is Relationship and Sex Education?	Mrs S Cope



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

## 1.0 Foreward

### How our Whole Trust Policy was developed.

This RSE policy is intended to guide the academies within our Trust on what to include in their revised and updated statutory RSE policy.

The Trust set up a working group established in November 2019 with the specific aim to review and revise the current RSE policies in place and bring them into line with the new statutory guidelines issued by the Government in 2019 to make RSE mandatory and compulsory within the UK.

This working group included Headteachers, PSHE leaders, members of the diocese and RSE Consultants, governors and most importantly parents from our Trust academies. Academy governors have a statutory requirement for RSE in their academy.

This RSE policy is developed with reference to

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

and guidance from the following:

- PSHE Association
- School leaders
- Sex Education Forum
- The Church of England Education Office.

It is a requirement that individual academies within the Trust, all hold parent consultations. These should be culturally sensitive and tailored to meet the needs of the communities in which they serve.

All academy staff were given the opportunity to review the draft policy and give feedback.

The initial draft policy was shared with the Trust Board and then the LGC's.

The policy has been reviewed during 2023 in consultation with Trustees, SBMAT Central Team representatives, governors, staff, pupils and parents. The consultation and policy review process involved the following steps:

1. Review – Representatives from the SBMAT Central Team and all SBMAT academies (PSHE subject leaders) were given the opportunity to look at the policy and make recommendations.
2. Trust Board consultation – all Trustees were given the opportunity to review the policy and make recommendations.
3. Staff consultation – all Academy based staff were given the opportunity to review the policy and make recommendations.
4. Parent / stakeholder consultation – the policy was sent to all local governors, parents and any interested parties requesting any recommendations or comments. An opportunity to review curriculum materials during a meeting was offered to all parents.
5. Pupil consultation – we investigated pupil's thoughts in respect of RSE and what they wanted to learn.

6. Ratification – once amendments were made, the policy was shared with the Trust Board and each Local Governing Committee and adopted.

## 2.0 Statutory Requirements for Primary Schools

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.<sup>4</sup> They also **make Health Education compulsory in all schools** except independent schools

St Bart's Multi-Academy Trust academies do teach RSE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

*2a The Academy Trust must have regard to any guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children.*

*The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.*

This is a section of the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

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

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

*This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.*

*Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.*

*Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.*

*From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.*

*The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.*

*Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.*

*A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.*

*Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.*

*Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.*

*Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.*

## **By the end of Primary**

### **Families and people who care for me**

*Pupils should know:*

- *that families are important for children growing up because they can give love, security and stability*
- *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*
- *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*
- *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*
- *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong*
- *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*

- *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.*

### **Caring friendships**

*Pupils should know:*

- *how important friendships are in making us feel happy and secure, and how people choose and make friends*
- *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties*
- *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded*
- *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right*
- *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed*

### **Respectful relationships**

*Pupils should know:*

- *the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs*
- *practical steps they can take in a range of different contexts to improve or support respectful relationships*
- *the conventions of courtesy and manners*
- *the importance of self-respect and how this links to their own happiness*
- *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority*
- *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*
- *what a stereotype is, and how stereotypes can be unfair, negative or destructive*
- *the importance of permission-seeking and giving in relationships with friends, peers and adults*

### **Online relationships**

*Pupils should know:*

- *that people sometimes behave differently online, including by pretending to be someone they are not*
- *that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous*
- *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them*
- *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*

### **Being safe**

*Pupils should know:*

- *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*

- *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*
- *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact*
- *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know*
- *how to recognise and report feelings of being unsafe or feeling bad about any adult*
- *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, for example family, school or other sources*

### **Managing difficult questions**

*Primary-age 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. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.*

*Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.*

### **Sex education (Primary)**

*The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.*

*The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.*

*It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.*

*As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.*

*Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.*



*Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.*

*Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#)*

*Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.*

### **3.0 What is Relationship and Sex Education?**

Relationships and Sex Education provides an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations, RSE is therefore a tool to safeguard harm against children. The aim to build resilience in a rapidly changing world.

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

RSE contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity and fostering of self-worth whilst recognising, accepting and respecting differences.

It is not about the promotion of sexual orientation or sexual activity.

#### **Moral and Values Framework**

The RSE Policy will be sensitive towards the established morals and values framework of all major world religions and philosophies. In its implementation it will draw from practical experiences of those who represent the various religions and philosophical groups within the local community. The RSE Policy will be complimentary with the Religious Education policy of the academy.

Within the Trust academies, pupils will:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the academy's safeguarding and child protection protocols.

The RSE policy reflects the Church of England guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools (Nov 2019) and 'Valuing all God's Children' Second Edition 2019

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education<sup>1</sup> (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1: 27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

The Church of England document 'Valuing all God's Children', 2019 states:

"All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1).

It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference". The revised 2023 SIAMS framework continues to explore how all pupils should live well together in an inclusive, dignifying, and equitable culture.

## 4.0 Aim and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of age-appropriate RSE in all the Trust academies.

- 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

The objectives for primary school pupils are to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of their body and describe how their bodies work.
- be prepared for puberty

and for Teaching Staff: in all academies to be confident:

- in planning, delivering and assessing RSE
- in answering parent's questions and dealing with sensitive questions and issues.

## 5.0 Equal opportunities statement

The Trust is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family

backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

St Bart's believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The teaching and planning of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching are culturally sensitive and age appropriate.

## 6.0 Curriculum/ Delivery and Content

The Jigsaw Relationships Education curriculum aims to:

- Promote pupils' confidence, self-respect and self-esteem.
- Foster positive, caring relationships within the school and between others in the wider community.
- Provide a curriculum that will enable pupils to learn and develop confidence in their own ability and self-image.
- Ensure pupils are motivated and interested in learning by providing real life opportunities and experiences.
- Develop pupils' communication skills when talking about sensitive issues, and know where to get help and advice.
- Develop pupils' risk assessment skills in decision making.
- Develop pupils' assertiveness and the ability to say 'no' appropriately.
- Teach pupils' different stages of development and provide accurate information about sexual development.
- Promote respect and tolerance for difference and diversity.

The grid below shows specific Relationships Education Jigsaw Pieces for each year group in the 'Changing Me' Puzzle which is taught during the Summer Term.

Year	Relationships Education Overviews
EYFS	<p><b>Piece 1: My body:</b> Teach me to be kind towards my peers and grown-ups. Teach me to start conversations with my friends and grown-ups. Teach me to label body parts. Key vocabulary: Body parts, Face, Chest, Leg, Stomach, Arm, Mouth, Ear, Knee, Finger, Foot, Nose.</p> <p><b>Piece 2: Respecting my body:</b> Teach me to talk openly about my own needs, wants, interests and opinions. Teach me to talk about myself in a good way and talk about what I can do. Teach me to make healthy choices. Key vocabulary: Fit, Healthy, Body, Foods, Exercise.</p> <p><b>Piece 3: Growing up:</b> Teach me to talk about things I have seen and done. Teach me to show love and concern for people who are special to me. Teach me about changes I face as I grow up. Key vocabulary: Growing up, Changes, Babies, Children, Needs, Differences.</p> <p><b>Piece 4: Growth and change:</b> Teach me to say and talk about what I know about growing up. Teach me to ask questions about growing up. Key vocabulary: Change, Grown, Seeds, Same, Care, Develop.</p> <p><b>Piece 5: Fun and fears:</b> Teach me to start conversations, listen and respond to what others say. Teach me to be aware of my friends' needs and feelings. Teach me to talk about what I am excited/worried about when moving to a new year group. Key vocabulary: Excited, Worried, Feelings, School.</p>

	<p><b>Piece 6: Celebration:</b> Teach me to talk about things I have seen and done. Teach me to share my own experiences by reflecting on the school year. Key vocabulary: Memories, Reflect, Achievements.</p>
<b>Year 1</b>	<p><b>Piece 1: Life cycles:</b> Teach me to start to understand the life cycles of animals and humans. Teach me to understand that changes happen as we grow and that this is ok. Key vocabulary: Changes, Life cycles, Baby, Adulthood.</p> <p><b>Piece 2: Changing me:</b> Teach me to talk about some things about me that have changed and some things about me that have stayed the same. Teach me to know that some changes are ok and that sometimes they will happen whether I want them to or not. Key vocabulary: Change, Life cycle, Baby, Adult, Grown up.</p> <p><b>Piece 3: My changing body:</b> Teach me to know how my body has changed since I was a baby. Teach me to understand that growing up is natural and that everybody grows at different rates. Key vocabulary: Baby, Growing up, Adult, Mature, Change.</p> <p><b>Piece 4: Boys' and girls' bodies:</b> Teach me to identify the parts of the body that make boys different to girls and use the correct names for these: penis and vagina. Teach me to respect my body and understand which parts are private. Key vocabulary: Female, Male, Vagina, Penis.</p> <p><b>Piece 5: Learning and growing:</b> Teach me to understand that every time I learn something new I change a little bit. Teach me to enjoy learning new things. Key vocabulary: Learn, New, Grow, Change.</p> <p><b>Piece 6: Coping with changes:</b> Teach me to talk about changes that have happened in my life. Teach me to know some ways to cope with changes. Key vocabulary: Change, Feelings, Anxious, Worried, Excited, Coping.</p>
<b>Year 2</b>	<p><b>Piece 1: Life cycles in nature:</b> Teach me to recognise cycles of life in nature. Teach me to understand there are some changes that are outside my control and to recognise how I feel about this. Key vocabulary: Change, Grow, Life cycle, Control, Baby, Adult, Fully grown.</p> <p><b>Piece 2: Growing from young to old:</b> Teach me to talk about the natural process of growing from young to old and understand that this is not in my control. Teach me to identify people I respect who are older than me. Key vocabulary: Growing up, Old, Young, Change, Respect, Appearance, Physical.</p> <p><b>Piece 3: The changing me:</b> Teach me to recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Teach me to feel proud about becoming more independent. Key vocabulary: Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities.</p> <p><b>Piece 4: Boys' and girls' bodies:</b> Teach me to recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, nipple, vagina) and appreciate that some parts of my body are private. Teach me to talk about what I like/don't like about being a boy/girl. Key vocabulary: Boy, Male, Girl, Female, Vagina, Penis, Testicles, Nipples, Public, Private.</p> <p><b>Piece 5: Assertiveness:</b> Teach me to understand there are different types of touch and tell you which ones I like and don't like. Teach me to be confident to say what I like and don't like and ask for help. Key vocabulary: Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable.</p> <p><b>Piece 6: Looking Ahead:</b> Teach me to identify what I am looking forward to when I am in Year 3. Teach me to start to think about changes I will make when I am in Year 3 and know how to go about this. Key vocabulary: Change, Looking forward, Excited, Nervous, Anxious, Happy.</p>

<p><b>Year 3</b></p>	<p><b>Piece 1: Growing up 1:</b> Teach me to understand that we are all different when we are born. Teach me to know that humans develop at different rates. Teach me to discuss childhood developments with our parents. Key vocabulary: Birth, Develop, Growth, Human.</p> <p><b>Piece 2: Growing up 2:</b> Teach me to understand that changes take place throughout the human life cycle. Teach me to be aware of similarities and differences in people. Key vocabulary: Similarities, Differences, Birth, Death, Human, Life, Stages.</p> <p><b>Piece 3: Growing up 3:</b> Teach me to know the names of exterior body parts. Teach me to understand the differences between male and female body parts. Key vocabulary: Male, Female, Vagina, Penis, Nipple, Breast, Testicles.</p> <p><b>Piece 4: Keeping Safe:</b> Teach me to know that we have rights over our own bodies. Teach me to respect other people’s bodies. Teach me to recognise unwanted physical contact. Key vocabulary: Stroke, Kiss, Smack, Cuddle, Kick, Hit, Pat, Shake Hands, Thump, Punch, Bite, Touching, Rights, Bodies.</p> <p><b>Piece 5: Family Stereotypes:</b> Teach me to start to recognise stereotypical ideas I might have about parenting and family roles. Teach me to express how I feel when my ideas are challenged and be willing to change my ideas sometimes. Key vocabulary: Stereotypes, Task, Roles, Challenge.</p> <p><b>Piece 6: Looking Ahead:</b> Teach me to identify what I am looking forward to when I am in Year 4. Teach me to think about changes I will make when I am in Year 4 and know how to go about this. Key vocabulary: Change, Looking forward, Excited, Nervous, Anxious, Happy.</p>
<p><b>Year 4</b></p>	<p><b>Piece 1: Unique me:</b> Teach me to understand that some of my personal characteristics have come from my birth parents. Teach me to appreciate that I am a truly unique human being. Key vocabulary: Personal, Unique, Characteristics, Parents.</p> <p><b>Piece 2: Growing up (responsibilities):</b> Teach me to think about parents/carers daily responsibilities. Teach me to consider our own daily responsibilities. Key Vocabulary: Change, Grown up, Responsibilities, Money, Jobs,</p> <p><b>Piece 3: Growing up (personal hygiene):</b> Teach me to understand the importance of cleanliness and personal hygiene, particularly as we get older. Key Vocabulary: Cleanliness, Smell, Germs, Hygiene, Healthy.</p> <p><b>Piece 4: Circles of change:</b> Teach me to know how the circle of change works and can apply it to changes I want to make in my life. Teach me to be confident enough to try to make changes when I think they will benefit me. Key vocabulary: Circle, Seasons, Change, Control.</p> <p><b>Piece 5: Accepting change:</b> Teach me to identify changes that have been and may continue to be outside of my control that I learnt to accept. Teach me to express my fears and concerns about changes that are outside of my control and know how to manage these feeling positively. Key vocabulary: Range of emotions, Control, Change, Acceptance.</p> <p><b>Piece 6: Looking Ahead:</b> Teach me to identify what I am looking forward to when I am in Year 5. Teach me to reflect on the changes I would like to make when I am in Year 5 and describe how to go about this. Key vocabulary: Change, Looking forward, Excited, Nervous, Anxious, Happy.</p>
<p><b>Year 5</b></p>	<p><b>Piece 1: Self and body image:</b> Teach me to be aware of my own self-image and how my body image fits into that. Teach me to know how to develop my own self esteem. Key vocabulary: Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation.</p> <p><b>Piece 2: Self-image:</b> Teach me to be aware that pictures can be edited. Teach me to understand realistic body-images. Key vocabulary: Self, Self-image, Body image, Self-esteem, Perception, Realistic, Online, Edit, Alter.</p>

	<p><b>Piece 3: Cyberbullying:</b> Teach me to understand what 'cyberbullying' is. Teach me to be able to identify the signs of cyberbullying. Key vocabulary: Cyberbully, Online, Internet, Safety.</p> <p><b>Piece 4: Cyberbullying:</b> Teach me ways to stay safe online. Teach me about what I can do if I am/someone I know is being cyberbullied. Key vocabulary: Cyberbully, Help, Online, Internet, Safety.</p> <p><b>Piece 5: Looking ahead:</b> Teach me to identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Teach me to be confident that I can cope with the changes that growing up will bring. Key vocabulary: Teenager, Milestone, Perceptions, Puberty, Responsibilities.</p> <p><b>Piece 6: Looking ahead to Year 6:</b> Teach me to identify what I am looking forward to when I am in Year 6. Teach me to start to think about changes I will make when I am in Year 6 and know how to go about this. Key vocabulary: Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious.</p> <p>During the Spring Term Year 5 have additional sessions to discuss 'Puberty Education'. During these sessions, the pupils are split into gender groups, with the talk lasting roughly one hour. This talk is based on changes which happen during puberty and is very much led by what the pupils already know, with the nurse adding any information which is needed to fill in any gaps in knowledge. The children watch a short video, which explains and clarifies the points covered within the session. There is an opportunity for pupils to ask the nurse any relevant questions at the end of the session. At this point, the nurse will talk to the children about talking to trusted adults (whoever they might be) if anything at all needed asking in the future. Key vocabulary, Growth, Hair, Voice changes, Spots, Sweating, Hygiene, Muscles, Genitals. The resources to support these sessions were provided by nursing services.</p>
<b>Year 6</b>	<p><b>Piece 1: My self-image:</b> Teach me to be aware of my own self-image and how my body image fits into that. Teach me to know how to develop my own self esteem. Key vocabulary: Self-esteem, Self-image, Real self, Celebrity.</p> <p><b>Piece 2: Puberty:</b> Teach me to explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Teach me to express how I feel about the changes that will happen to me during puberty. Key vocabulary: Opportunities, Freedoms, Responsibilities, Pubic hair, Voice breaks, Menstruation, Semen, Erection, Breasts, Tampon, Hormones, Wet dreams, Ovulation, Masturbation, Sanitary Towel, Clitoris, Testicles, Sperm, Underarm hair, Penis, Vagina, Womb, Fallopian tube.</p> <p><b>Piece 3: Girl talk/boy talk:</b> Teach me to ask the questions I need answered about changes during puberty. Teach me to reflect on how I feel about asking the questions and about the answers I receive. Key vocabulary: Trust, Respect, Puberty vocabulary as required by the questions presented by the children.</p> <p><b>Piece 4: Babies: conception to birth:</b> Teach me to describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Teach me to recognise how I feel when I reflect on the development and birth of a baby. Key vocabulary: Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife.</p> <p><b>Piece 5: Attraction:</b> Teach me to understand how being physically attracted to someone changes the nature of the relationships. Teach me to express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. Key vocabulary: Independence, Grown up, Attraction, Relationship, Friends.</p> <p><b>Piece 6: Transition to Secondary School:</b> Teach me to identify what I am looking forward to and what worried me about the transition to secondary school. Teach me to know how to prepare myself emotionally for starting secondary school. Key vocabulary: Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement.</p>

Staff members are aware that views around Relationships Education are varied. However, whilst personal views are respected, all Relationships Education issues are taught without bias using Jigsaw. 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.

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 Leads if they are concerned as well as recording any concerns on CPOMs.

Priory believes that Relationships Education should meet the needs of all pupils, answer appropriate questions and offer support. We always aim to be supportive and sensitive regarding sexual orientation. Homophobic bullying is dealt with strongly yet sensitively.

### Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society. Children are encouraged to develop positive relationships within enabling environments which encourage interactions with others. Children are supported to make secure friendships, cooperate and resolve conflict. Staff model healthy relationships and use Restorative Practice to support children in resolving conflict and ensuring that behaviour is appropriately addressed. Children have the exposure to learning about a variation of relationship to support their understanding of relationship in the world around them.

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment, monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children's skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p><b>Personal, social and emotional development</b></p> <ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical pattern</li> </ul> <p><b>Understanding the world</b></p>

<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• People, Culture and Communities</li> <li>• The Natural World</li> <li>• Past and Present</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Creating with Materials.</li> <li>• Being Imaginative &amp; Expressive</li> </ul>
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## 7.0 Resources

Materials used reflects the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available to parents and carers and informative books are available to children in the academy.

Relationships Education resources are purchased and monitored by the Subject Co-ordinator and are stored in the Subject Co-ordinator's classroom. Each year group is responsible for their Jigsaw file which contains the Relationships Education lesson planning.

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 Relationships Education learning. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter (teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter (linked to Priory Class Charters)

- 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
- We respect each other's privacy (confidentiality)

## 8.0 Roles and Responsibilities

The LGC will adopt the RSE policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that RSE is taught consistently across the academy and for managing requests to withdraw pupils from non-statutory components of RSE (refer to Child Withdrawal policy).

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 to withdraw them from non-statutory components of RSE.



## 9.0 Visitors Policy

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The Government encourages the use of external agencies as enrichment to provide a specialist service or experience.

Principals may invite visitors from outside the academy such as sexual health professionals, school nurses to provide support and training to staff teaching RSE.

If academies do use external support bodies then it is essential that:

- All visitors are familiar with and understand the academy RSE policy and work within it.
- All visitors are familiar with and understand the academy's confidentiality policy and work within it.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised and supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The academy will continue to liaise with local secondary schools to ensure that the programme for RSE is continuous at KS3.

## 10.0 Assessment and Evaluation of Learning and teaching.

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

**Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

**Advancing:** understanding of key knowledge, independent application, can explain, use or summarise understanding

**Deep:** has an exceptional understanding of knowledge and skills

## 11.0 Confidentiality and Child Protection

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our Trust is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.

The Local Governing Committee of all our Trust academies have arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.

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 issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge

the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in the academy.

## **12.0 Child withdrawal procedure**

Parents will be informed about the Relationship and Sex Education programme through:

Class Dojo Posts

Year Group specific newsletters, which outlines coverage for the half term

RSE is to be taught to all year groups. If a parent or carer feels it necessary to withdraw their child, they should arrange to come to the academy and discuss their concerns with the Principal or PSHE Leader.

Within the RSE new framework parents cannot withdraw their child from relationship education, as all content is essential in order to ensure that we fulfil the rights of children to fully form positive beliefs and attitudes about sex, sexuality and relationships. Parents have the right to withdraw their children from the non-statutory sex education and should contact the Principal to discuss this.

## **13.0 Answering and dealing with difficult questions surrounding sensitive issues**

Staff 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 others who may have 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 and the limits of the year group topics. The academy believes that individual teachers must 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.

The following are protocols for discussion based on lessons with pupils (Ground Rules)

- No one teacher or pupil will have to answer any personal question
- No one will be forced to take part in discussions
- Only correct and agreed names will be used for body parts Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions or seek advice from the PSHE leader.

## **14.0 SEN**

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy.

Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

#### **Provision for pupils who are looked after.**

The designated teacher for looked after children will liaise with social workers and virtual school through the process of personalized education planning to ensure RSE is appropriate to the needs of individual children.

#### **Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/extremism.**

The Jigsaw scheme of work does not cover radicalisation and extremist behaviour explicitly, as the concepts themselves are perhaps not appropriate for teaching about in primary schools: whilst we want to prepare children for life, at the same time we do not want to alarm them. Rather, Jigsaw makes a significant contribution towards ensuring that the curriculum and the learning environment that children experience lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. This contribution emerges first and foremost through the overall character of the Jigsaw scheme and the learning styles it advocates, but also through many aspects of the specific content of the themes or 'Puzzles' that make up the programme.

Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

#### **15.0 Dissemination**

This policy will be published on the Priory Academy website, with paper copies available from the individual academy offices if required.



# THE ST. BART'S ACADEMY

— TRUST —

St. Bart's Multi-Academy Trust  
c/o Belgrave St. Bartholomew's Academy,  
Sussex Place, Longton, Stoke-on-Trent, Staffordshire, ST3 4TP  
[www.sbmat.org](http://www.sbmat.org) T: 01782 235524 F: 01782 235525