

Relationships Education Policy

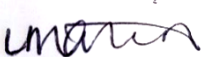
Aspire Federation

'Let your light shine!'



Reviewed and updated: December 2024

Next review: December 2025

Signed: ... 

Name: Laura Martin
(Executive Headteacher)

Date: ...10.12.24.....

Signed: 

Name: Peter Hilton
(Chair of Governors)

Date: ...10.12.24.....

Context/Introduction

The aims of our school are reflected in the statement from the Education Reform Act 1988 that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

This policy outlines the purpose, nature and management of relationships and sex education at The Aspire Federation and has been developed in consultation with all stakeholders, including Governors, staff, pupils and parents/carers. It should be read in conjunction with the relevant sections of the following policies:

- School Child Protection and Safeguarding
- PSHE
- SEND
- E-Safety

1. A Definition of Relationships, Sex and Health Education for Church Schools

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSHE 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 the context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about 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, relationships and partnerships with peers and adults.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

At The Aspire Federation, we have decided that it is important to include sexual intercourse and the conception and birth of a baby to protect and prepare the children in our community. **Parents/carers do have the right to excuse their children from this aspect of Sex Education (see below for more information).**

2. Statutory Requirements

As local authority maintained schools, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the National Curriculum, including its requirements to teach science, which would include the elements of sex education contained within the Primary Science curriculum.

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

At The Aspire Federation, we teach RSHE as set out in this policy.

3. RSHE Curriculum

At The Aspire Federation, we choose to deliver Relationship and Sex Education, plus Health Education using 'Jigsaw', a scheme which has been developed using the mindfulness approach.

An amendment to the Children and Social Work Act 2017 made Relationships and Sex Education (RSE) and Health Education at primary schools statutory subjects. We are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education (RSE) within the context of a full programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide us with materials to ensure all statutory duties are fulfilled.

Jigsaw will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Early Years Foundation Stage (EYFS)

In Reception, RSE and Health Education is taught through all areas of learning, embedded as part of everyday life. Jigsaw provides age-appropriate planning for children in EYFS to be taught as discreet lessons to support the EYFS curriculum. RSE and Health Education comes under the 'Personal Social and Emotional Development' (PSED) and 'Physical Development' (PD) objectives set out in the EYFS curriculum.

Staff Development

Staff training in RSE and Health Education can be accessed as part of the school's Professional Development Programme, either through planned staff meetings, school based INSET training or courses facilitated by external providers.

How is Jigsaw organised in school?

Jigsaw brings together emotional literacy, personal and social skills along with 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 as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to July. Each lesson has two Learning Intentions: one is based on specific personal and social learning knowledge and skills (covering the nonstatutory national framework for Personal and Social Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. 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 lesson contributes to at least one of these aspects of children's development. This is mapped and balanced across each year group. Jigsaw sessions are led by all teaching staff.

Differentiation including catering for children with Special Educational Needs

Jigsaw is written as a universal core curriculum for all children. Inclusivity is part of its philosophy. Teachers tailor each lesson to meet the needs of the children in their class. To support this differentiation, many Jigsaw lessons 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.

Safeguarding

Teachers are aware that disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures are immediately followed. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Assessment

Teachers are eager to ensure pupils are making progress with their learning throughout their Jigsaw experience. Therefore, each unit of work has a built-in assessment task, usually in Lesson 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the 'Help me Reflect' section of every Jigsaw lesson, pupils can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated in their Topic books. Each unit of work has a set of three level descriptors for each year group: Working towards, working at, working beyond.

The Role of the Subject Leader

The Subject Leader's role is to ensure that pupils make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- securing high quality teaching;
- ensuring that planning meets the requirements of the school's agreed curriculum
- monitoring the effective use of resources
- having oversight of curriculum coverage and ensuring that the curriculum meets national requirements;
- ensuring that colleagues are aware of expectations;
- action planning for future development;
- ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- monitoring the effectiveness of teaching and the impact on learning and standards;
- evaluating and summarising all aspects of the subject to define next steps for improvement.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by children as they grow up. It also enables them to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school's ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Parental Right to Withdraw from Sex Education

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians **do not have the right to withdraw their children from the Science Curriculum.**

Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be put in writing to the Executive Headteacher or Head of School. We will invite you to talk through your concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

Appendix

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect

	Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.

6-7	<p>Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.</p>
7-8	<p>Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.</p>
8-9	<p>What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.</p>
9-10	<p>Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.</p>
10-11	<p>Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image;</p> <p>body image; impact of media; discernment; puberty; reflections about change; respect and consent.</p>