



BENGEWORTH CE ACADEMY

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY 2024 - 2025

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad, balanced and knowledge rich curriculum which is underpinned by our values, core beliefs and an education for global citizenship taught through our Global Themes. Our intent and vision intends to:

'Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it.'

It is our intention that our children are provided with inspirational learning experiences that will ignite sparks within the children and enable them to develop and build upon their long term memory by making links and connections that enable them to know and remember more. As confident, articulate and happy individuals we intend for our children to achieve academic excellence and who consider themselves as leaders within their own right. Leaders who can and will have an impact on the world around them.

Our Global Themes are:



Power and Governance



Peace and Conflict



Human Rights



Sustainable Development



Identity and Diversity



Social Justice and Equity

Through a deep respect of the traditions of each unique subject, our curriculum recognises the identity of the disciplines that are studied. We have taken great care to design a well-sequenced, well-specified and ambitious curriculum for all children to access, ensuring our values and global themes underpin it. We consistently strive to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests, needs and celebrates the many successes of our children.

Links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn and globally themed questions are used as the driving forces for each half-term/term's focus. We strongly believe that the relationship between education and learning should not be shaped by narrow outcomes but that it should serve another purpose; *a whole education, not defined solely by what is measured, but what is experienced, felt and used.* Through our Global Themes' curriculum we are providing children with the skills needed to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.

Subject Intent

Relationships and Sex Education (RSE) is an important part of PSHE education and is statutory in maintained secondary schools. The relationship aspect of PSHE is now compulsory (from September 2020) in Primary schools. This RSE policy outlines the programs, aims and objectives and an overview of the content. We aim to deliver a high-quality Personal, Social, Health & Economic Education (PSHE) in which we deliver accurate, relevant and age-appropriate information about relationships – one of the core stands of PSHE. This will ensure that we give our children the best possible chances to achieve their full potential and leave our school prepared for the demands of society in their future as ambitious and confident human beings.

We aim to teach children about relationships in an engaging, meaningful and age-appropriate manner through a carefully considered knowledge rich spiral curriculum which takes into account the emotional, physical and social maturity of our children. We believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in school setting. As such, the Relationships' strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children.

It is our aim to ensure that Relationships' Education is taught consistently throughout the school, specifically focusing on teaching children the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships and relationships with other children and adults. This will also include the importance of respectful relationships, online relationships and keeping themselves safe. This was made compulsory in schools (September 2020) to ensure that we can help our pupils develop holistically. We will provide them with the knowledge and attributes needed to support wellbeing and attainment and ultimately prepare them to become successful and happy adults.

At Bengeworth CE Academy, we believe that Relationships' Education equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

We strive to promote **equality** through all aspects of our Relationships' teaching. As such, our curriculum promotes **tolerance and acceptance**.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- *DfE 'Statutory framework for the early years foundation stage' 2021*
- *DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance' 2019*
- *Education Act 2002 and the Academies Act 2010*

IMPLEMENTATION

Our curriculum is translated over time in the classroom following a structured approach. Detailed topic overviews, highlighting the substantive and disciplinary knowledge and vocabulary to be taught have been developed for each subject. These overviews reduce workload, enabling teachers to spend more time

thinking about how each lesson can be effectively enacted in their classroom to support the specific context of the classes.

Each lesson begins with a prior learning review, where children are supported in activating prior knowledge and to make connections between their learning. We have an emphasis on explicitly teaching vocabulary, and each lesson includes the introduction, oral rehearsal, and engagement with key vocabulary (e.g., I say, you say, we say, Star Word etc). Key vocabulary is contextualised throughout the lesson, including through the use of Topic Warmers and children are given opportunities to apply new words. Our teachers use the following principles of cognitive science when planning lessons to enable **all** pupils to access the knowledge, skills and vocabulary needed to succeed:



Core concepts, explicit vocabulary and substantive and disciplinary knowledge have been mapped progressively. Lesson content is planned accordingly to ensure full coverage of these core concepts:

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Bengeworth CE Academy, we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers and PSHE PPA staff deliver the weekly lessons to each class. RSE is taught within these lessons.

Early Years' Foundation Stage (2021)

PSED is a statutory part of the Early Years curriculum and involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Enabling Environments opportunities for play and learning are created that help children embrace differences between themselves and others. Learning and Development experiences are planned to promote all round development. PSED is made up of three main areas: Self Regulation, Managing Self and Building Relationships.

Children within EYFS will have weekly PSHE lessons following the Jigsaw scheme of work.

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

Key Stage 1 - PSHE/RSE

Ages 5-6	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

As part of the pupils' **statutory Science curriculum** in Year 2, pupils learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationships' strand of our PSHE curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach pupils some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

Key Stage 2 – PSHE/RSE

<p>Ages 7-8</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
<p>Ages 8-9</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>
<p>Ages 9-10</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>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 SMART internet safety rules</p>

In Year 5, as part of the statutory Science curriculum, pupils are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that pupils are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the Relationships' Curriculum, during Year 5 pupils will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with their class teacher. The Sex Education programme will usually run over one half term and parents will be informed by letter beforehand. The class teacher may choose to run these over several afternoon sessions. Pupils will be taught in their class groups and the class teacher will direct and control any discussion. The programme should provide a firm basis upon which pupils can build during their Middle School education. Staff will use their professional judgement to answer pupils' questions sensitively and appropriately, and refer any concerns raised to their parents on issues such as: Sexually Transmitted Infections (STIs), Specific sexual practices (eg. oral sex), Masturbation, Contraception, etc.

Subject Delivery:

Subject Delivery and Frequency	<i>PSHE taught either weekly or in a block each half term RSE to be taught in Summer One across the school. This should be taught weekly.</i>
Planning Expectations	<i>Jigsaw scheme of work followed</i>
Learning Environment	<i>Jigsaw PSHE displays including Jigsaw pieces</i>
Resources	<i>e.g Resources available for each lesson on the Jigsaw website. Any physical resources available in the PSHE/RSE box within the curriculum store.</i>

Relationships' Education – Parent & Carer Partnerships

At Bengeworth CE Academy, we believe clarity is essential and welcome any discussion with Parents and Carers which will inform conversations at home about relationships. We endeavour to have a strong partnership with parents and carers and will always aim to be transparent and communicate what is being taught when. We believe that together we can address misconceptions they may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies and other people and by answering questions and teaching them the correct scientific vocabulary, we can help children understand their bodies, their feelings and other people. Our collective aim must be to ensure that our children recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

We encourage parents to look at the scheme of work provided by Jigsaw and look into resources outlined at the end of this document. We hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of Relationships Education that will affect our children's lives so fundamentally - both now and in the future.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of Relationships' Education, they should ask to speak to the PSHE Lead or a senior member of staff who will be able to provide more specific information on curriculum and resources that are used to teach this strand of the PSHE Curriculum.

Right to Withdraw/Opting Out

From September 2020, Relationships' Education is **statutory** for all children in all primary schools. This means that parents and carers cannot withdraw their child from these lessons. However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of Relationships' Education, which are not statutory objectives covered in the Science national curriculum.

As part of the children's **statutory Science curriculum** in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and

growth (but not how reproduction occurs). In Year 5, as part of the **statutory Science curriculum**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. **Due to this being statutory guidance, children cannot be withdrawn from lessons which cover these objectives.**

Our scheme of work is engaging, inclusive and always age-appropriate. It has been planned with the utmost care to incorporate certain elements of Sex Education which compliment your child's Relationships' Education.

You are very welcome to speak to your child's class teacher, the PSHE lead or a senior member of staff about which specific sessions from which your child can be withdrawn and their precise content in order to alleviate any worries you may have. We are confident that you will appreciate how these stage-appropriate lessons fit into your child's relationships' education in a purposeful and meaningful way.

Your child's class teacher will arrange for alternative provision for the duration of the lesson if you choose to withdraw your child from non-statutory Sex Education.

Safeguarding

In line with the school's Policy for Safeguarding and Child Protection, all staff are committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school proactive approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, staff have received training on the statutory guidance; 'Keeping Children Safe in Education,' which details guidance for 'Teaching Online Safety in school' and receive regular updates when available.

All staff will exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within Relationships' Education for each class. This ensures a safe environment for group discussion and exploring delicate topics and information given and the views expressed by the pupils will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured and if any child makes a disclosure of a safeguarding issue - as with all such instances - the teacher will inform the Designated Safeguarding Lead (DSL) or deputies and follow procedure in accordance with our policy on Safeguarding and Child Protection.

IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Pupils will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher across the curriculum.

Assessment and Reporting

To continually improve the impact of the curriculum and evaluate pupils' learning to ensure children 'Know more and Remember more', formative and summative assessments are carried out in line with the knowledge and skills progression documents across all subjects.

Formative assessments are conducted regularly using a wide range of [retrieval strategies](#) to check for understanding and monitor pupil's learning throughout lessons which provides teachers and children with information about progress and analysis of deliberate retrieval practice.

Summative assessments are conducted to ensure pupils' are making progress over time, to assess what pupils have learnt and the depth of that learning. Depth of knowledge is then assessed through end of unit assessments and subject portfolios (books & SeeSaw).

Subject Specific Assessment

Formative Assessment	Summative Assessment
Hinge Questions Entry / Exit Tickets Socrative Quizzes Brain Dumps Show Me Boards Speak Like An Expert Explanation Tasks Retrieval Grids	Half termly Epiphany Assessments (Early Years) Portfolios (PSHE books) Pupil voice

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is **September 2025**

Bengeworth

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