



BENGEWORTH CE ACADEMY

---

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY 2022 – 2023

September 2022



**Bengeworth**  
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

# CONTENTS

## **Statement of INTENT:**

- Curriculum
- Subject

## **Legal framework**

## **Linked Policies**

## **IMPLEMENTATION**

- EYFS, KS1 and KS2 - RSE
- Roles and Responsibilities
- Teaching

## **IMPACT**

- Equal opportunities
- Teaching and learning
- Planning
- Assessment and reporting
- Resources and equipment
- Relationships' Education – Parent & Carer Partnerships
- Right to Withdraw/Opting Out
- Monitoring and review

## **Appendices to support subject area including resources**

# STATEMENT OF INTENT

## Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider world ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/terms focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

## 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. We have an RSE policy that 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.

We aim to teach children about relationships in an engaging, meaningful and age-appropriate manner through a carefully considered 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*

## Linked Policies

- Safeguarding and Child Protection Policy
- PSHE Policy
- Anti-Bullying Policy
- SEND Policy
- Medical Needs Policy
- Health and Safety Policy

# IMPLEMENTATION

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
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	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.

## Key Stage 1 - PSHE/RSE

<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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	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
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets 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 Preparing for transition

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). 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 children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

## Key Stage 2 – PSHE/RSE

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. 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 children 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 children 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. Children 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 children 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.

## ROLES AND RESPONSIBILITIES

### The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RSE providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting priorities for the development of RSE in subsequent years.

### The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RSE skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an **annual** basis.
- Reporting any concerns regarding the teaching of the subjects to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subjects.

### The Inclusion Lead is responsible for:

- Liaising with the **subject leader** in order to implement and develop specialist RSE-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.

- Advising staff on the inclusion of RSE objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

## IMPACT

### Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the RSE curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a **termly** basis by the **subject leader** to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of RSE as one of many resources to enable all pupils to achieve their full potential.

### Teaching and Learning

The school uses a variety of teaching and learning styles in PSHE/RSE lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication.
- Application.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- Deeper level Thinking and Learning Skills.
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital.
- Recognition that personal development is essential to wellbeing and success.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising SPs to ensure that pupils are effectively supported.

## Planning

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

## Assessment and reporting

- Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.
- In Reception the EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.
- Class teachers and PSHE leaders will speak to pupils as to their wellbeing over a period of time.
- Verbal reports will be provided at Parents' Evening during the **Autumn** and **Spring** terms.
- The progress of pupils with SEND will be monitored by the **Inclusion Lead and Class Teacher**.

## Resources and equipment

- The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- The school library contains an array of resources and topic books to support pupils' research.
- At the **start of every school year**, the **subject leader** will conduct an audit of the school's PSHE/RSE resources to ensure there is sufficient equipment for pupils. This will be shared with the Head of School and funds will be allocated where necessary.
- The school also has access to the Jigsaw Scheme of Work and PSHE association, which both offer a range of resources.



# 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.

## Monitoring and review

- This policy will be reviewed annually by the subject leader and the Headteacher
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of RSE are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

# APPENDICES TO SUPPORT SUBJECT AREA INCLUDING RESOURCES

PHSE Association (see login for year group)

Jigsaw scheme of work and resources

PSHE association toolkit

# Bengeworth Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*

**Bengeworth Multi Academy Trust**

King's Road, Evesham, WR11 3EU

[office@bengeworth.worcs.sch.uk](mailto:office@bengeworth.worcs.sch.uk)

[www.bengeworthtrust.co.uk](http://www.bengeworthtrust.co.uk)

Company Registration Number: 08943457

UID: 16942

UKPRN: 10060770

