

## 2a. RSE Policy

### CONTENTS

Relationship Sex and Health Education (RSHE)

Relationships Education

Health Education

Sex Education

Parents' right to request their child be excused from Sex Education

Managing difficult questions

Whole School Approach

Monitoring and Review

Equality

Assessment

Differentiated Learning

Supporting Documents **This Policy has been developed in conjunction with the PSHE (Learning for Life - Jigsaw) Policy.**

### Relationship Sex and Health Education (RSHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'developing body' included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a current statutory duty for independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014).

All primary schools are legally obliged to have an up-to-date policy for RSE that describes the content and organisation of RSE.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE recommends:

*“... 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.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

This policy should be read in conjunction with our PSHE Policy.

### **Relationships Education (through Jigsaw)**

#### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum in other subjects including Science, RE, Current Affairs and whole-school assemblies.

### **Health Education (through Jigsaw)**

#### ***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education will cover ‘Mental wellbeing’, ‘Internet safety and harms’, Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Developing bodies’.

As recommended by the Department for Education (DfE) on page 33, the topic of 'developing bodies' should not be introduced before Year 4. Therefore, we have revised our curriculum to align with this guidance. Starting from Year 4, pupils will be expected to know:

1. about growth, change and the changing adolescent body, this topic should include the human lifecycle. Puberty should be mentioned as a stage in this process.
2. the key facts about the menstrual cycle, including physical and emotional changes

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the ‘Calm Me Time’, social skills are grown every

lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter. Other areas of the school curriculum such as PE, Computing and specialised workshops covered (by the catering team) will also cover this content.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

### **Sex Education (through Jigsaw)**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

However, sex education is not compulsory in primary schools, but the Department recommends that primaries teach sex education in years 5 or 6 (this should be taught no earlier than year 5) in line with what pupils learn about conception and birth as part of the national curriculum for science (DfE guidance, page 22).

Sex Education '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'. The aim of teaching aspects of sex education in primary is not to prepare pupils for sexual activity in later life. It should only focus on giving pupils the information they need to understand human reproduction and for their own safety. To ensure the content does not go beyond this, schools should take account of the age restrictions set out in the secondary RSHE curriculum tables, which are clear that some topics should not be taught before secondary school (DfE guidance, page 21)

At The Lyceum, we believe children should understand the facts about human reproduction before they leave primary school, following the Jigsaw guidance as part of the Summer 2 unit, 'Changing Me'. The teaching and materials are appropriate and have regard to the age and religious backgrounds of our pupils.

### **Parents' right to request their child be excused from Sex Education**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" (DfE Guidance p.3)

At The Lyceum, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle. Therefore, parents do not have the right to withdraw their child from these lessons. It is also a statutory requirement of the National Curriculum for Science.

Sex education is not compulsory in primary schools, but the Department recommends that primaries teach sex education in years 5 or 6 (this should be taught no earlier than year 5) in line with what pupils learn about conception and birth as part of the national curriculum for science. We conclude

that Sex Education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle e.g. These are the lessons that cover the topics mentioned above:

Year 4, Lesson 2A (Having a Baby)

In line with the new DfE guidance, sex education will not be introduced until Year 5. As a result, the original Year 4 Lesson (2) has been revised. We will now use an alternative lesson, Piece 2A. The content and language used will align with our current policy.

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

We will inform parents of this right by an email sent home before the start of Summer Term 1, prior to the 'Changing Me' unit being taught. Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Before granting any such request, the Head and/or Deputy Head should discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits of receiving this important education and any detrimental effects that withdrawal might have on the child should be considered very carefully. These could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver Sex Education to their child at home instead).

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their SEND into account when making this decision. The Head will automatically grant a request to withdraw a pupil from any Sex Education delivered at The Lyceum, other than as part of the Science curriculum.

Any child who is withdrawn from these lessons will be provided with purposeful education during their period of withdrawal.

We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Taggart (Deputy Headteacher), Miss Ismail (Assistant Head of Academics) or Mr Fernandez (PSHE lead).

### **Managing difficult questions**

We are aware that primary-age children will often ask their teachers and other adults questions pertaining to sex or sexuality which go beyond that which is set out in our RSE curriculum. Children of the same age may be developmentally at different stages, leading to differing types of questions and behaviours and our teaching of RSE will account for these differences (including where these are due to specific special educational needs or disabilities) through offering the potential for discussion on a one-to-one basis or in small groups as appropriate.

As questions arise, staff will consider what is appropriate and inappropriate in a whole-class setting and we recognise that teachers may require support and training in answering questions that are better not dealt with in front of a whole class. The children are also reminded that there is a “worry box” in the dining room and in each classroom in which they can leave any questions they might have. These can be named or anonymous, the teacher will then decide on the best way to respond.

When answering questions, teachers are not expected to go beyond what is set out in the Jigsaw RSE curriculum plans and they should ask for support from the Deputy Headteacher if they feel the answer to a child's question is not appropriate for their developmental stage.

### **Whole School Approach**

RSE is led by the Deputy Headteacher, supported by the Senior Leadership Team. The individual lessons will be taught by the class teachers for each year group.

RSE at The Lyceum is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond The Lyceum. For example, our RSE curriculum complements and is supported by our ‘Behaviour Policy’, ‘Anti-Bullying Policy’, ‘Safeguarding Policy’ and the ‘Spiritual, Moral, Social and Cultural Development Policy.’

The subjects covered within RSE sit within the context of The Lyceum’s broader ethos and our pastoral care system. This is also the case for our teaching about mental health within RSE. Our teaching on health education is complemented and supported by our wider education on healthy lifestyles through Physical Education, Science, Sport, extra-curricular activities and specialised workshops covered (by the catering team).

We believe that our teaching of RSE will help support the development of important attributes in our children such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. The Jigsaw scheme proactively addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development and we will continually review and adapt the curriculum in response to issues as they arise in school and the wider community.

### **Monitoring and Review**

The governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The governors give serious consideration to any comments from parents about the RSE programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with our ethos. Parents are consulted on their views as part of the annual school survey and are sent the RSE policy to raise/discuss any concerns in the parent forums. Teaching staff and pupils will also be given the opportunity to offer feedback on the curriculum to help inform future planning.

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that we can fulfil its legal obligations.

## **Equality**

The DfE Guidance 2019 (p.15) states, *“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”*

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

*At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.*

At The Lyceum we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation, as to how we approach LGBT relationships in the PSHE (RSHE) Programme please read *'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'* We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. We consider that some of these children may be more vulnerable to exploitation, bullying and other issues on account of their SEND and will plan for this accordingly as per the needs of individual children.

### **Assessment**

Whilst there is no formal examined assessment for these subjects, children will be continually monitored and assessed during lessons by the class teacher. This will help form the basis for any follow up sessions if needed. Children will use the time at the end of the lessons to reflect upon their learning.

### **Differentiated Learning**

At the end of each Jigsaw Puzzle in every year group, there is a grid showing how the learning can be differentiated. The mindfulness approach that we use across each lesson allows pupils of all abilities to access the learning.

### **Safeguarding**

Through RSE, we will teach our children the knowledge they need to report abuse, including emotional, physical and sexual abuse as part of our whole-school approach to safeguarding children. At The Lyceum, this will be delivered in an age-appropriate way by focusing on boundaries and privacy, ensuring that children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. We teach children to know that they can report concerns to any member of staff they feel comfortable with as well as key pastoral members of staff outside of class teachers including the Head of Pastoral and Head. Throughout the RSE curriculum, we will balance teaching children about making sensible decisions to stay safe, including online, whilst being clear that it is never the fault of the child who is abused. Where possible, the NSPCC deliver workshops on the topic 'Speak Out, Stay Safe', with the pupils in UKS2.

### **Supporting Documents:**

PSHE policy

[Snapshot Map All Years.pdf](#)

2a. RSE Policy Reviewed by FF February 2025

[Jigsaw3-11andStatutoryRelationshipsandHealthEducationMap.pdf](#)

*'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'*

***Date to be reviewed:*** September 2025