

Ursula Taylor Church of England School



Relationships and Sex Education (RSE)

February 2023

Review Date: February 2025

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1. Introduction and Mission Statement

At Ursula Taylor Church of England School we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement and ensure that we prepare our children for the opportunities, responsibilities and experiences of later life.

The purposes of this policy are to:

- help ensure that we recognise and support the needs of all our children and that we provide essential knowledge, skills and understanding that they need, to be educated citizens.
- provide detail and information relating to the subject of RSE.

At UTS we promote a Christian ethos, and, by example and direct teaching, follow and promote the teachings of Jesus, whilst recognising that not all of its members will be practising Christians. We recognise that the personal development of pupils, spiritually, morally, socially, culturally and physically, plays a significant part in their ability to learn and achieve. We champion the importance of Christian, Human and British Values, placing them at the heart of our Ethos and treating them like a 'Golden Thread' that runs throughout our school.

Mission Statement:

We provide a caring and happy community where everyone is valued and given the opportunity to strive for the very best.

A community where a golden thread of Christian Beliefs and practice weaves through everything we do.

We recognise and cherish each individuals' talents and encourage their aspirations by providing a stimulating environment, grounded in Christian values, laying the foundations for their life journey.

Through an inspirational creative curriculum children are motivated to take ownership of their learning and aim for excellence.

2. Aims and Definition

The aims of relationships and sex education (RSE) at our school are to:

- 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

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

3. Statutory Requirements

At UTS we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. All pupils will receive a National Curriculum including requirements of sex education contained in the science curriculum.

At UTS we teach RSE as set out in this policy.

4. Curriculum and Planning

RSE will be taught through PSHE and Science.

At UTS Jigsaw is used as the planning tool for RSE. 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 |

Relationships Education

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

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

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.

Health Education

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

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Also, 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

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'. (p. 23)

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'.

At UTS, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction. This is taught through the Science curriculum.

At UTS, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore the parent right to withdraw their child is not applicable.

5. Assessment and Monitoring

The delivery of RSE is monitored by PSHE Subject Leader Group through monitoring arrangements, such as planning scrutinies and learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The PSHE Subject Leader Group are responsible for monitoring the standards of the children's work and the quality of the teaching in RSE. They are also responsible for supporting colleagues in the teaching of RSE and keeping staff informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

6. Resourcing

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

7. Equal Opportunities / Inclusion

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..."

At UTS pupils learn about LGBT (Lesbian, Gay, Bisexual, Transgender), and this content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson through the use of Jigsaw.

At UTS 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.

8. Governance

The Governors will regularly liaise with the PSHE Subject Leader group and provide feedback to the whole governing body, raising any issues that require discussion.

Policy to be reviewed February 2025