



Relationships and Sex Education Policy (including PSHE Policy) (SOP021)

Rev.	Date	Amendment	Approved By:	Authorised By:
8	March 2024	Revised and reviewed to include content for Senior School	CS	LB
7	October 2023	Revised and reviewed content, change of name, amalgamation of policies	CS	RU
6	September 2022	Full Review (revised programme of study)	CS	RU

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In this policy, Yateley Manor School set out their intentions regarding Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE). We explain our aims for and approach to relationships and sex education in the school which are explicitly linked to the core values of the school.

1. Context

Relationships and Sex Education (RSE) involves children learning about and understanding the reasons for the changes that take place in their bodies as they begin the journey from childhood to adulthood. It encourages a responsible approach to relationships by empowering children to make informed decisions with the benefit of knowledge and understanding. The DfE identifies three main elements: attitudes and values, personal and social skills, and knowledge and understanding. Our PSHE and RSE curriculum promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

2. Rationale and Ethos

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.” (Secretary of State Foreword DfE Guidance 2019 p.4-5)

At Yateley Manor, values drive our behaviour and are vital in shaping our life together as a learning community. Learning is built upon a core set of values at the heart of all that we do, creating a dynamic and caring environment. Here at Yateley Manor School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We believe that the six fundamental values of **Community, Relationships, Happiness, Resilience, Teamwork** and **Reflection** provide the base on which an education at Yateley Manor underpins our lives together.

Our PSHE and RSE schemes of work will teach, encourage, and expect all pupils to identify with, embody and model these values.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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 children's needs. The overview of the programme can be seen on the school website.

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. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

3. Legislation and Policies

Our RSE and PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/Keeping_Children_Safe_in_Education_2016.pdf)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](https://www.educateagainsthate.com/)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/Behaviour_in_schools_2016.pdf)
- Equality Act 2010 and schools [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/Equality_Act_2010_advice_for_schools_2016.pdf)
- SEND code of practice: 0 to 25 years (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/SEND_code_of_practice_0_to_25_years_2015.pdf)
- Alternative Provision (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/Alternative_provision_2016.pdf)
- Mental Health and Behaviour in Schools (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/Mental_health_and_behaviour_in_schools_2016.pdf)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](https://www.nice.org.uk/guidance/CG176)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/Promoting_and_supporting_mental_health_and_wellbeing_in_schools_and_colleges_2016.pdf)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/Preventing_bullying_2016.pdf)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/advice-and-guidance/equality-and-human-rights-commission)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67267/Promoting_fundamental_British_values_through_SMSC_2016.pdf)

- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Regulating independent schools - GOV.UK (www.gov.uk)
- Sexual violence and sexual harassment between children in schools (advice for schools)

The RSE policy supports and complements the following school policies:

- Curriculum Policy
- Child Protection and Safeguarding Policy (including EYFS)
- Social, Moral, Spiritual and Cultural Policy (SMSC)

4. Objectives

To develop the following attitudes and virtues:

- Respect for the dignity of every human being – in their own person and in the person of others.
- Joy in the goodness of the created world and their own bodily natures.
- Responsibility for their own actions and a recognition of the impact of these on others.
- Recognising and valuing their own sexual identity and that of others.
- Celebrating the gift of life-long, self-giving love.
- Recognising the importance of relationships (including marriage) and family life.

To develop the following personal and social skills:

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments.
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying.
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity, and dignity.
- Managing conflict positively, recognising the value of difference.
- Cultivating humility, mercy, and compassion, learning to forgive and be forgiven.
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others.
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and so developing the ability to assess pressures and respond appropriately.
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The centrality and importance of virtue in guiding human living and loving.
- The physical and psychological changes that accompany puberty.
- The facts about human reproduction.

5. The PSHE & RSE programme

Whole-school approach

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. An overview of the programme can be seen on the school website.

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

Whilst promoting the core school values, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

We allocate 1 hour (Years 3-11) and 30-minutes (R-Y2) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes, or it is sometimes delivered to a year group as a whole.

These explicit lessons are reinforced and enhanced in many ways: assemblies, praise and reward system, Learning Charter, through relationships child to child, adult to child, and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Pupils will also receive clear scientific information as well as cover the aspects of the law pertaining to RSE (in KS2 & KS3 relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour; we will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Relationships Education

Relationships Education in primary schools 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.

Health Education

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'.

Health Education in secondary 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'.

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 and Jigsaw 11-16 and Statutory RSE and Health Education.

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 and mindfulness practice, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

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).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

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'.

Schools are to determine the content of sex education at primary school. 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 Yateley Manor, 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. We are of course happy to discuss the content of the curriculum and invite you to contact your child's Head of Year.

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

(DfE Guidance page 29)

Jigsaw PSHE 11-16 interprets Sex Education as 'Human reproduction and sexual behaviour' including:

- How human reproduction can happen (e.g. sexual intercourse, IVF, surrogacy)
- Anatomy and biology (when linked to sexual activity)
- Reproductive health, choices, rights and responsibilities
- Sexual behaviour and sexual health, risks, reasons, rights and responsibilities

At Yateley Manor School, we agree with the definition of Sex Education above.

The Jigsaw PSHE Programme reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

Parents' right to request their child be withdrawn 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 RSE...

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms".

(DfE Guidance pages 17/18)

The following lessons have been highlighted as either having a Sex Education focus or elements of Sex Education discussed:

Being Me in My World

11-12 Years- Piece 5 - *We do not deem this to be Sex Education- but there are elements of sexualised behaviour discussed.*

13-14 Years- Piece 5

14-15 Years- Piece 5 – *Slide 8 may include materials that could be deemed as Sex Education, but the focus of this lesson is not Sex Education.*

15-16 Years- Pieces 1, 2, 4, 6 (workbook)

Celebrating Difference

14-15 Years – Piece 1

Healthy Me

14-15 Years- Pieces 4, 5 and 6

15-16 Years- Pieces 2,3,4,5,6

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to make an appointment to speak with their child's Head of Year.

6. Equality and Inclusion

This policy will inform the school's Equalities Plan.

The school have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, sexual orientation or whether they are looked-after children.

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

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 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 Yateley Manor 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 see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)

7. Safeguarding

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children at Yateley Manor. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect and good manners to be shown by everyone so that every pupil can develop their full potential and feel positive about themselves as an individual. All pupils should care for and support each other.

If a teacher has any concerns regarding the welfare of a particular child, then that teacher will make a dated note of their worries and liaise with the nominated persons on the staff. Any information obtained will be regarded as strictly confidential and will be passed to staff on a need-to-know basis only. After consultation it is the decision of the Headteacher/DSL as to whether the information is forwarded to the relevant body. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, Head Teacher, but that the pupils would always be informed first that such action was going to be taken. If there is a suspicion of possible abuse teachers will follow the school's Child Protection and Safeguarding Policy.

The Jigsaw Charter (rules for PSHE)

We want to promote a healthy, positive atmosphere in which RSE can take place, ensuring that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children. Some questions may raise issues which would not be appropriate for teachers to answer during ordinary class time, e.g. where a child's questions hints at abuse, is deliberately tendentious or is of a personal nature. For pupils to feel safe and secure in lessons, some ground rules need to be established.

Pupils are encouraged to be involved in establishing ground rules (The Jigsaw Charter) and are made fully aware of their responsibility for following the rules and creating an atmosphere of honesty and trust. Possible Golden Rules include:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching

of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of The Jigsaw Charter, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

8. Roles and Responsibilities

Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for liaison with the ILG Advisory Board, parents, the Local Education Authority and appropriate agencies. He is supported by the Assistant Head Lower School, Assistant Head Upper School, Assistant Head Academic, and Heads of Year.

All Staff

RSE & PSHE is a whole school matter. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Parents' right of withdrawal

Parents have the right to withdraw their children from RSE excepting those elements which are required by the Science National Curriculum. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish. Please contact your child's class teacher to discuss the finer details of a PSHE topic. (See Section 7 for more details)

External visitors

We will sometimes call upon help and guidance from outside agencies and health specialists, to deliver aspects of health promotion. It must however be noted that such visits will always complement the current programme, will not substitute or replace teacher led sessions and will involve teaching which is rooted in Christian principles and practice.

9. Monitoring, Review and Evaluation

The Headteacher and Assistant Head's, along with the Heads of Year, will monitor the provision of the programme by examining plans and schemes of work as provided by Jigsaw. The programme will be reviewed and evaluated annually.

10. Appendix 1 – Jigsaw mapping documents

[Jigsaw 3-11 and statutory Relationships and Health Education \(mapping document\)](#)

[Jigsaw 11-16 and statutory RSE and Health Education \(mapping document\)](#)