



Relationships and Sex Education (RSE) Policy

2023-24

Review: September 2024

Principal: Mrs L Stanton

Relationships and Sex Education (RSE) Policy

Waverley Academy

Curriculum Rationale

At Waverley Academy, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best, and that they are socially and emotionally ready for academic success. We are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development.

The vision of the curriculum at Waverley Academy is to give all pupils the knowledge and skills they need to succeed in life. The Waverley Curriculum ethos aims to create a thirst for learning, through first hand experiences and stimulating hooks, that broaden horizons and pushes expected boundaries. Children will leave Waverley Academy successful, with a love of learning that remains with them for their next phase in education.

Waverley Academy: Relationships and Sex Education (RSE) Rationale

What is Relationships and Sex Education (RSE)? SRE includes 'the teaching of sex, sexuality, and sexual health' (DfE (2000) *Sex and Relationship Education Guidance*). SRE is about understanding the importance of stable, loving and respectful relationships and the value of these relationship qualities within family life and wider society. SRE includes empowering pupils to make informed choices as part of their life-long learning and for them to have the confidence and information to make informed choices. RSE is not about the promotion of sexual activity.

Statutory Relationships and Health Education - "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." (DfE Guidance p.8)

"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... This is why we have made Relationships Education compulsory in all primary schools in England, as well as making Health Education compulsory in all state-funded schools. 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

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)

Here, at Waverley Academy 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 include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure age content appropriate progression, we use the whole school scheme *Jigsaw* as our chosen teaching and learning programme and tailor it to our pupils' 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.

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

We inspire:

- broad and balanced, knowledge rich, cumulative and inclusive curriculum providing reliable information about sex and relationships
- teaching will be complementary and supportive to the role of parents/carers

- though developing pupil confidence in discussing sex and relationships including the development of positive attitudes towards self and others with differing views
- by providing opportunities to explore issues relating to emotional, physical and moral development in a safe and secure environment

We believe:

- All pupils can develop their understanding of RSE in supportive and age appropriate ways
- appropriate questions should be answered openly and honestly in ways appropriate to pupil age
- in empowering pupils to make informed choices as part of their life-long learning and for them to have the confidence and information to make informed choices.

We challenge:

- by setting clear ground rules will be established prior to discussions in RSE to set high expectations of respect and tolerance
- by ensuring no pupil feels embarrassed or uncomfortable about the topics discussed
- pupils to recognise the value of family life and stable, loving and respectful relationships as key building blocks to community and society

We achieve:

- pupils are able to effectively communicate about issues associated with sex and relationships
- pupils understand the importance of stable, loving and respectful relationships and the value of these relationship qualities within family life and wider society
- pupils move with confidence from childhood to adolescence and beyond
- understand the responsibilities of parenthood and safe relationships

Implementation

How is RSE taught at Waverley Academy?

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.” (DfE Guidance p.8)

We believe the Academy has a key role in promoting children positive relationships. We respect the diversity and different values held by the families and pupils attending our school and address all subjects within SRE with sensitivity. SRE seeks to encourage pupils to recognise and accept the difference of others. We take our responsibilities very seriously with regard to ensuring pupils have appropriate education to succeed as adults and ensure that the teaching delivered by staff is not influenced by their personal beliefs and attitudes. The teaching offered will be complementary and supportive to the role of parents/carers, and staff will have regard to parents/carers’ views about content and presentation. Parents/ carers have the right to withdraw their children from all or part of the SRE within schools, except for those parts included in the statutory curriculum. Parents/carers are encouraged to discuss the decision to remove their child from SRE at the earliest opportunity and discuss any queries they may have with the delivering teacher if appropriate.

SRE is firmly embedded in the PSHE framework and lesson sequences are taken from the whole school PHSCE programme *Jigsaw*. (see the following pages for specific coverage content taught within each year group).

Relationship 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 learning intentions for each of these elements can be found below in this policy.

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.

The DfE guidance (Relationships Education) states that, by the end of primary school:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

 JIGSAW PIECES covered whole school in which content is specific to Relationship Education		
Term	Puzzle name	Content
Autumn 1: Piece 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: Piece 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1: Piece 3	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2: Piece 4	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1: Piece 5	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
Summer 2: Piece 6	Changing Me	Includes Relationships and Sex Education in the context of looking at change

 Jigsaw Relationships Education Content Specific learning intentions for each year group in the 'Relationships' puzzle.		
Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 1 My Family and Me!	<ul style="list-style-type: none"> Talk about their family identify some of the jobs/activities they do in their family and how they have a sense of belonging
	Piece 2 Make friends, make friends, never ever break friends! – Part 1	<ul style="list-style-type: none"> show understanding of how to make friends if they feel lonely know how to make friends to stop themselves from feeling lonely
	Piece 3 Make friends, make friends, never ever break friends! – Part 2	<ul style="list-style-type: none"> Talk about some of the things they like about their friends Think of ways to solve problems and stay friends
	Piece 4 Falling out and bullying – Part 1	<ul style="list-style-type: none"> Talk about what to say and do if somebody is mean to them Develop understanding of the impact of unkind words
	Piece 5	<ul style="list-style-type: none"> Use Calm Me time to manage my feelings

	Falling out and bullying – Part 2	
	Piece 6 Being the best friend we can be	<ul style="list-style-type: none"> • Work together and enjoy being with friends • Talk about what it means to be a good friend
1	Piece 1 Families	<ul style="list-style-type: none"> • Identify the members of their family and understand that there are lots of different types of families • Say how it feels to belong to a family and care about the people who are important in their lives
	Piece 2 Making friends	<ul style="list-style-type: none"> • Identify what being a good friend means to them • Know how to make a new friend
	Piece 3 Greetings	<ul style="list-style-type: none"> • Know appropriate ways of physical contact to greet friends and know own preferences • Recognise which forms of physical contact are acceptable and unacceptable
	Piece 6 Celebrating my special relationships	<ul style="list-style-type: none"> • Talk about why they appreciate someone who is special to them • Express how they feel about their special person
2	Piece 1 Families	<ul style="list-style-type: none"> • identify the different members of their family, understanding their relationship with each of them and know why it is important to share and cooperate
	Piece 2 Keeping safe – exploring physical contact	<ul style="list-style-type: none"> • Show understanding that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • Know which types of physical contact they like and don't like and can talk about this
	Piece 3 Friends and conflict	<ul style="list-style-type: none"> • Identify some of the things that cause conflict with friends • Demonstrate how to use the positive problem-solving technique to resolve conflicts with friends
	Piece 4 Secrets	<ul style="list-style-type: none"> • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
	Piece 5 Trust and appreciation	<ul style="list-style-type: none"> • Recognise and appreciate people who can help them in their family, school and community • Show understanding of how it feels to trust someone
	Piece 6 Celebrating My Special Relationships	<ul style="list-style-type: none"> • Express appreciation for the people in their special relationships • To feel comfortable accepting appreciation from others
3	Piece 1 Family roles and responsibilities	<ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females • Describe how taking some responsibility in their family makes them feel
	Piece 2 Friendship	<ul style="list-style-type: none"> • Identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener • Know how to negotiate in conflict situations to try to find a win-win solution
	Piece 3 Keeping myself safe	<ul style="list-style-type: none"> • Know and use some strategies for keeping themselves safe • Know who to ask for help if they are worried or concerned
	Piece 6	<ul style="list-style-type: none"> • Know how to express my appreciation to their friends and family

	Celebrating my web of relationship	<ul style="list-style-type: none"> • Enjoy being part of a family and friendship groups
4	Piece 1 Relationship web	<ul style="list-style-type: none"> • Identify the web of relationships that they are part of, starting from those closest and including those more distant • Know how it feels to belong to a range of different relationships and can identify what they contribute to each of them
	Piece 2	<ul style="list-style-type: none"> • Identify someone they love and can express why they are special to them
5	Piece 2 Getting on and falling out	<ul style="list-style-type: none"> • Recognise how friendships change, know how to make new friends and how to manage when they fall out with friends • Know how to stand up for themselves and how to negotiate and compromise
	Piece 3 Girlfriends and boyfriends	<ul style="list-style-type: none"> • Understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean • Understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend
	Piece 4 Girlfriends and boyfriends	<ul style="list-style-type: none"> • Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean • Recognise the feeling of jealousy, where it comes from and how to manage it
	Piece 5 Relationships and technology	<ul style="list-style-type: none"> • Understand how to stay safe when using technology to communicate with friends • Recognise and resist pressures to use technology in ways that may be risky or may cause harm to others
	Piece 6 Relationships and technology	<ul style="list-style-type: none"> • Explain how to stay safe when using technology to communicate with friends • Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
6	Piece 1 My relationships web	<ul style="list-style-type: none"> • Identify the most significant people in their life so far • Understand how it feels to have people in their life that are special to them
	Piece 4 Power and control	<ul style="list-style-type: none"> • Recognise when people are trying to gain power or control • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
	Piece 5 Being safe with technology 1	<ul style="list-style-type: none"> • Understand how technology can be used to try to gain power or control and use strategies to prevent this from happening • Take responsibility for their own safety and well-being
	Piece 6 Being safe with technology 2	<ul style="list-style-type: none"> • Use technology positively and safely to communicate with friends and family • Take responsibility for their own safety and well-being
6	Piece 1 My relationships web	<ul style="list-style-type: none"> • Identify the most significant people in their life so far • Understand how it feels to have people in their life that are special to them
	Piece 4 Power and control	<ul style="list-style-type: none"> • Recognise when people are trying to gain power or control • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control

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'.

The expected learning intentions for each of these elements can be found below.

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.

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.

 Jigsaw Relationships Education Content Specific learning intentions for each year group in the 'Healthy Me' puzzle.		
Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 1 Everybody's Body	<ul style="list-style-type: none">Understand that I need to exercise to keep my body healthy
	Piece 2 We like to move it, move it!	<ul style="list-style-type: none">Understand how moving and resting are good for my body
	Piece 3 Food Glorious Food	<ul style="list-style-type: none">Know which foods are healthy and not so healthy and can make healthy eating choices
	Piece 4 Sweet Dreams	<ul style="list-style-type: none">Know how to help myself go to sleep and understand why sleep is good for me
	Piece 5 Keeping Clean	<ul style="list-style-type: none">Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
	Piece 6 Stranger Danger	<ul style="list-style-type: none">Know what a stranger is and how to stay safe if a stranger approaches me
1	Piece 1 Being Healthy	<ul style="list-style-type: none">Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
	Piece 2 Healthy Choices	<ul style="list-style-type: none">Know how to make healthy lifestyle choices
	Piece 3 Clean and Healthy	<ul style="list-style-type: none">Know how to keep myself clean and healthy, and understand how germs cause disease/illnessKnow that all household products including medicines can be harmful if not used properly
	Piece 4 Medicine Safety	<ul style="list-style-type: none">Understand that medicines can help me if I feel poorly and I know how to use them safely
	Piece 5 Road Safety	<ul style="list-style-type: none">Know how to keep safe when crossing the road, and about people who can help me to stay safe

	Piece 6 Happy Healthy Me	<ul style="list-style-type: none"> Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
2	Piece 1 Being Healthy	<ul style="list-style-type: none"> Know what I need to keep my body healthy
	Piece 2 Being Relaxed	<ul style="list-style-type: none"> Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
	Piece 3 Medicine Safety	<ul style="list-style-type: none"> Understand how medicines work in my body and how important it is to use them safely
	Piece 4 Healthy Eating	<ul style="list-style-type: none"> Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
	Piece 5 Healthy Eating	<ul style="list-style-type: none"> Make some healthy snacks and explain why they are good for my body
	Piece 6 Happy Healthy Me	<ul style="list-style-type: none"> Decide which foods to eat to give my body energy
3	Piece 1 Being Fit and Healthy	<ul style="list-style-type: none"> Understand how exercise affects my body and know why my heart and lungs are such important organs
	Piece 2 Being Fit and Healthy	<ul style="list-style-type: none"> Know that the amount of calories, fat and sugar I put into my body will affect my health
	Piece 3 What do I know about drugs?	<ul style="list-style-type: none"> Tell you my knowledge and attitude towards drugs
	Piece 4 Being Safe	<ul style="list-style-type: none"> Identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services
	Piece 5 Safe or Unsafe	<ul style="list-style-type: none"> Identify when something feels safe or unsafe
	Piece 6 My Amazing Body	<ul style="list-style-type: none"> Understand how complex my body is and how important it is to take care of it
4	Piece 1 My Friends and Me	<ul style="list-style-type: none"> Recognise how different friendship groups are formed, how I fit into them and the friends I value the most
	Piece 2 Group Dynamics	<ul style="list-style-type: none"> Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations
	Piece 3 Smoking	<ul style="list-style-type: none"> Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
	Piece 4 Alcohol	<ul style="list-style-type: none"> Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
	Piece 5 Healthy Friendships	<ul style="list-style-type: none"> Recognise when people are putting me under pressure and can explain ways to resist this when I want
	Piece 6 Celebrating my Inner Strength and Assertiveness	<ul style="list-style-type: none"> Know myself well enough to have a clear picture of what I believe is right and wrong
5	Piece 1 Smoking	<ul style="list-style-type: none"> Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
	Piece 2 Alcohol	<ul style="list-style-type: none"> Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart

	Piece 3 Emergency Aid	<ul style="list-style-type: none"> Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
	Piece 4 Body Image	<ul style="list-style-type: none"> Understand how the media, social media and celebrity culture promotes certain body types
	Piece 5 My Relationship with Food	<ul style="list-style-type: none"> Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures
	Piece 6 Healthy Me	<ul style="list-style-type: none"> Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
6	Piece 1 Talking responsibility for my health and well-being	<ul style="list-style-type: none"> Take responsibility for my health and make choices that benefit my health and well-being
	Piece 2 Drugs	<ul style="list-style-type: none"> Know about different types of drugs and their uses and their effects on the body particularly the liver and heart
	Piece 3 Exploitation	<ul style="list-style-type: none"> Understand that some people can be exploited and made to do things that are against the law
	Piece 4 Gangs	<ul style="list-style-type: none"> Know why some people join gangs and the risks this involves
	Piece 5 Emotional and Mental Health	<ul style="list-style-type: none"> Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
	Piece 6 Managing Stress and Pressure	<ul style="list-style-type: none"> Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

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)

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 Waverley Academy , we believe children should understand the facts about human reproduction before they leave primary school so we teach this as part of our PSHE.

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.17

At Waverley Academy School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). 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 (unit), these are highlighted below for your reference

Year group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/ 2 Spring 1	Piece 3 Growing Up	<ul style="list-style-type: none"> Seek out others to share experiences. Show affection and concern for people who are special to them Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1 Spring 2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect their own body and understand which parts are private
2 Spring 2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of the body are private tell you what they like/don't like about being a boy/girl
3	Piece 1- Autumn 1 How Babies Grow	<ul style="list-style-type: none"> understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how they feel when they see babies or baby animals
	Piece 2 – Autumn 2 Babies	<ul style="list-style-type: none"> understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how they might feel if they had a new baby in their family
	Piece 3 -Spring 1 Outside Body Changes	<ul style="list-style-type: none"> understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process
	Piece 4 -Spring 2 <ul style="list-style-type: none"> Inside Body Changes 	<ul style="list-style-type: none"> identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how they feel about these changes happening to them and how to cope with these feelings
4	Piece 2 -Autumn 2 Having A Baby	<ul style="list-style-type: none"> correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how they feel about having children when they are adults
	Piece 3 -Spring 1 Girls and Puberty	<ul style="list-style-type: none"> describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that they have strategies to help me cope with the physical and emotional changes they will experience during puberty
5	Piece 2 -Autumn 2 Puberty for Girls	<ul style="list-style-type: none"> explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for them
	Piece 3 -Spring 1 Puberty for Boys and Girls	<ul style="list-style-type: none"> describe how boys' and girls' bodies change during puberty express how they feel about the changes that will happen to their bodies during puberty
	Piece 4 – Spring 2 Conception	<ul style="list-style-type: none"> understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 – Autumn 2 Puberty	<ul style="list-style-type: none"> explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally

		<ul style="list-style-type: none"> express how they feel about the changes that will happen to their bodies during puberty
	Piece 3 -Spring 1 Girl Talk/Boy Talk	<ul style="list-style-type: none"> ask the questions that they need answered about changes during puberty reflect on how they feel about asking the questions and about the answers they receive
	Piece 4 -Spring 2 Babies – Conception to Birth	<ul style="list-style-type: none"> describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how they feel when they reflect on the development and birth of a baby
	Piece 5 -Summer 1 Attraction	<ul style="list-style-type: none"> understand how being physically attracted to someone changes the nature of the relationship express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this

Staff Professional Development

Every effort will be made to ensure that teaching staff delivering SRE have access to appropriate training; this may include input by the Doncaster Healthy Schools Team. It is recognised that for some areas of discussion, it may be more appropriate to deliver information in single gender groups (in keeping with Government guidance 0116/2000). The same curricular content will be delivered to both male and female pupils when this occurs.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education as outlined above/ taught in discrete lessons. (Highlightend in yellow) We encourage all parents to come and discuss this first with the class teacher and Principal and then formalise this by putting their request in writing if they still feel they would want their child withdrawn.

Equality

This policy will inform the school's Equalities Plan.

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 Waverley Academy 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?'
(See Appendix)

Impact

Our aim is for our pupils to make at least expected progress from their individual starting points. Attainment in the RSE is measured through a range of methods including pupil voice and teacher assessment will be made according to the judgement of Class teachers. In class feedback is used to support teacher's workload, ensure it is as immediate and timely and specific as possible, and leaves the teacher time to focus on individual identified needs.

CONFIDENTIALITY AND CHILD PROTECTION/SAFEGUARDING CHILDREN

Confidentiality cannot be guaranteed and secrecy must never be promised. Where there is disclosure by a child of abuse, Child Protection/Safeguarding Children procedures will be implemented in accordance with school policy.

Appendix 1: Content Overview

Jigsaw PSHE 3 - 11/12 Content Overview



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (1-1+12)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	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
Ages 6-7	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
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Appendices

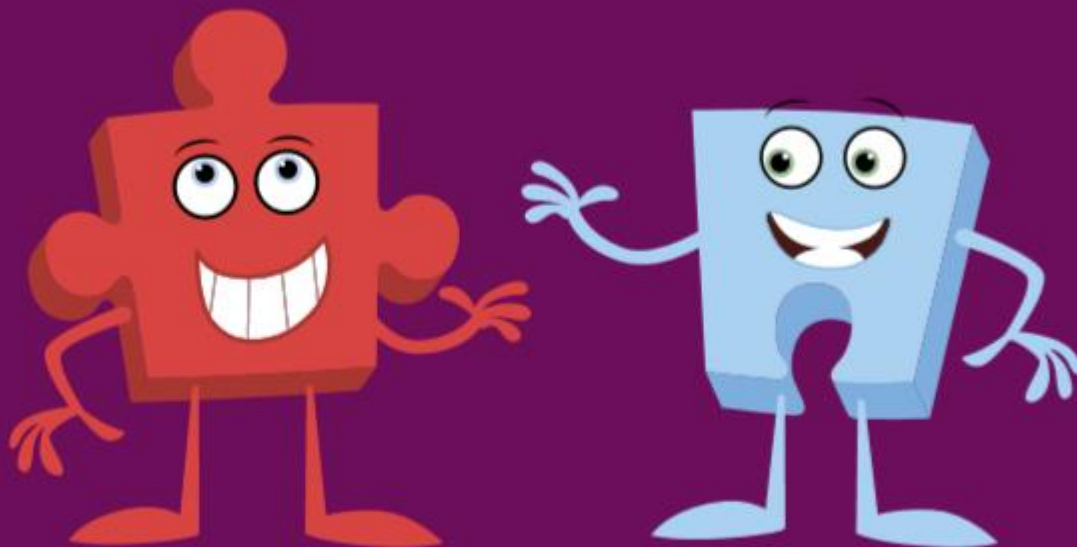
Appendix 1: Jigsaw Mapping Document

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition



Including and valuing ALL children

**What does Jigsaw teach about
LGBT+ relationships?**



Jigsaw, the mindful approach to PSHE, is a teaching programme for Personal, Social and Health Education (PSHE) which includes statutory Relationships Education, statutory Health Education and non-statutory Sex Education (DfE England 2019).

It is a comprehensive programme for pupils aged from 3-16, and designed by Jan Lever MBE, a teacher and psychotherapist.

There are six half-term Puzzles (units) sequenced from the beginning to the end of the school year:

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

Each Puzzle has six lessons. The Jigsaw Friends are used as distancing tools along with the Jigsaw Charter to ensure a safe learning environment. Mindfulness philosophy and practice underpins and permeates the programme.

This information leaflet has been written to provide information about Jigsaw's approach to LGBT+ relationships in the age 3-11 programme.

Terminology:

LGBT+: lesbian, gay, bisexual, transgender. The + acknowledges sexualities and gender identities other than lesbian, gay, bisexual and transgender.

In Jigsaw, we also ensure children understand the term heterosexual.

Premise:

Our experience shows us that children are good at accepting and looking past differences to the person. They are happy to be friends with/work with any peer they like and feel comfortable with, regardless of the differences that might be apparent. Of course, difference is sometimes used as a source of bullying and Jigsaw works hard to alleviate this.

So, firstly, it is important to state that Jigsaw nurtures positive and healthy relationships across the school community. It is concerned that all children understand what makes a relationship positive and healthy and can recognise and get help if they are experiencing something unhealthy etc. The starting point is building a positive, respectful relationship with self, engendering a sense of belonging and inclusion. This work begins in the Being Me in My World Puzzle (unit) in all year groups and is reinforced throughout.

Therefore, there is minimal focus on sexual orientation and gender identity in the age 3 -11 programme; enough to enable children to understand the meaning of the words lesbian, gay, bisexual, transgender and heterosexual. At no point in this work is there any mention of sexual activity. It is about people and who they love, are attracted to and may want to marry or spend their lives with.

This work is about alleviating stereotyping, accepting and respecting all people and celebrating differences of all sorts. In this way we aim to value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in the UK today.

What does Jigsaw PSHE teach about LGBT+ relationships and why?

1) Jigsaw believes all children should feel included

Jigsaw is underpinned by the philosophy to value every child as a unique human being, to enable everyone to feel included and to celebrate difference, thus developing empathy, compassion and respect for self and others.

We believe that school is a place where all children should feel safe and respected.

Part of this is helping children to understand there are many differences and similarities between people and that this can be positive rather than a source of negativity, bullying or discrimination.

Jigsaw talks about children and people as being of equal value, without labels, and considers the qualities most important in human beings. It unpacks stereotypes and influences and helps children become mindful, aware of their thoughts and feelings and the impact these may have.

Families

One of the differences children will be familiar with is family composition.

There are many family situations; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBT+. We believe the gender identity and sexual orientation of parents and family members is what it is. This is their business, no-one else's, and in children's eyes is insignificant as these are the people they love and who love and care for them.

Jigsaw therefore makes every effort to reflect a wide range of families in its images so that all children can resonate with their own experience of 'family'. No child should ever be made to feel less accepted, or that their family is any less loving and caring than another. Careful treatment is given to this work in Jigsaw to avoid children being at risk of picking up 'hidden messages that may suggest to them their family is 'not as good as' or 'not right'.

Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. Jigsaw works hard to ensure its materials are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way).

The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be.

Jigsaw's lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.

