

Relationship and Sex Education (RSE) Policy 2024 – 2025



Catshill Federation

Ratified by Local Governing Body:

December 2024

Next Review Date:

September 2025

In collaboration with



Contents

- 1.** Rationale
- 2.** Legal Requirements
- 3.** Aims and Objectives
- 4.** Content Overview
 - 4.1.** Key Stage 1 (Years 1-2)
 - 4.2.** Lower Key Stage 2 (Years 3-4)
 - 4.3.** Upper Key Stage 2 (Years 5-6)
 - 4.4.** Key Stage 3 (Years 7-8)
- 5.** Teaching and Learning Approach
- 6.** Parental Engagement
- 7.** Training and Professional Development
- 8.** Monitoring and Evaluation
- 9.** Confidentiality and Safeguarding

1. Rationale

This Relationship and Sex Education (RSE) policy has been developed in accordance with the 2014 National Curriculum for England and aligns with the expectations laid out by the Department for Education. Our school is committed to providing a comprehensive RSE programme that equips pupils with the knowledge, skills, and understanding necessary for their physical, emotional, and social development.

2. Legal Requirements:

“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.”

Our RSE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (2024)
- Equality Act (2010)
- The Education Act (1996)
- The Children and Families Act (2014)
- The National Health Service Act (2006)
- The Equality Act (2010)
- The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2020)

3. Aims and Objectives

The aims of our RSE programme are to ensure that all pupils:

- Develop a clear understanding of the physical, emotional, and social aspects of growing up.
- Build self-esteem and confidence in their abilities to make informed decisions about relationships and health.
- Cultivate respectful relationships and develop a sense of responsibility towards themselves and others.
- Gain knowledge about relationships, health, sexuality, consent, and personal safety in a supportive environment.

- Learn essential life skills for effective communication, emotional regulation, and decision-making.

4. Content Overview

4.1 Key Stage 1 (Years 1-2)

- **Understanding Oneself:** Introduce body parts using anatomically correct terminology; understanding feelings and emotions through discussions and role-play activities.
- **Relationships:** Learn about families, friendships, and how to communicate effectively with others; use stories to explore diverse family forms.
- **Personal Safety:** Basic understanding of boundaries; engage in activities to identify trusted adults; scenarios for discussing safe versus unsafe touches.
- **Jigsaw RSE Curriculum:** Implementation of the Jigsaw RSE curriculum which encompasses themes such as 'Being Me in My World', 'Celebrating Difference', and 'Dreams and Goals', promoting emotional literacy and communication skills along with an appreciation of diversity.

4.2 Lower Key Stage 2 (Years 3 & 4)

- **Body Changes:** Understanding changes that occur to bodies as children start to grow up through age-appropriate resources; discussions about hygiene and emotional changes.
- **Respectful Relationships:** Building and maintaining friendships; understanding and recognising respectful behaviours; encouraging empathy through shared experiences.
- **Health and Well-being:** Discussions on healthy lifestyles, mental health awareness, and emotional well-being; sessions focusing on stress management and coping strategies. Managing transition (Y4 to Y5).
- **Safety in Relationships:** Understanding personal boundaries; scenarios for identifying healthy/unhealthy relationships; education on seeking help from educators and trusted adults.
- **Jigsaw RSE Curriculum:** Continuing with the Jigsaw RSE curriculum, focusing on units including 'Healthy Me', 'Relationships', and 'Changing Me', allowing pupils to explore the concepts of caring relationships, respect for self and others, and preparing for the transitions into adolescence and middle school.

4.3 Upper Key Stage 2 (Years 5 & 6)

- **Puberty:** Understanding changes that occur during puberty through age-appropriate resources; discussions about hygiene and emotional changes.

- **Respectful Relationships:** Building and maintaining friendships; understanding consent as a concept and recognising respectful behaviours; encouraging empathy through shared experiences.
- **Health and Well-being:** Discussions on healthy lifestyles, mental health awareness, and emotional well-being; workshops focusing on stress management and coping strategies.
- **Safety in Relationships:** Understanding personal boundaries; scenarios for identifying healthy/unhealthy relationships; education on seeking help from educators and trusted adults.
- **Jigsaw RSE Curriculum:** Continuing with the Jigsaw RSE curriculum, focusing on units including 'Healthy Me', 'Relationships', and 'Changing Me', allowing pupils to explore the concepts of caring relationships, respect for self and others, and preparing for the transitions into adolescence.

4.4 Key Stage 3 (Years 7-8)

- **Sexuality and Reproduction:** Providing comprehensive information about reproduction, including conception, reproduction organs, the menstrual cycle and pregnancy.
- **Diversity and Equality:** Respecting different family structures and cultures; understanding sexual orientation and gender identity through age-appropriate resources; actively promoting inclusivity.
- **Developing Healthy Relationships:** Exploring the dynamics of different types of relationships, including romantic relationships; understanding consent and the legal implications surrounding relationships and examining conflict resolution and effective communication in relationships.
- **Health Education:** Understanding changes in puberty and their physical and emotional impacts; examining the risks associated with sexual activity, including STIs and pregnancy; promoting mental health awareness and discussing the impact of peer pressure and social media on well-being.

5. Teaching and Learning Approach

- **Inclusive and Safe Environment:** We will create a learning environment where pupils feel safe and respected and can engage comfortably in discussions regarding relationships and sex education.
- **Interactive Methods:** We will utilise a variety of teaching methods such as discussions, role plays, and workshops, along with multimedia resources, to facilitate active participation and deepen understanding.
- **Cross-Curricular Links:** RSE will be integrated across other subjects such as PSHE, Science, and Computing, supporting the holistic educational approach. For example, linking biological aspects of puberty taught in Science with emotional changes discussed in PSHE.

6. Parental Engagement

Parents are informed about the content of the PSHE curriculum (taught through a programme called Jigsaw in KS1 & KS2 and VIEW in KS3) each half term via the school newsletter. Details of this curriculum can also be found on the school website.

Where aspects of RSE are explicitly taught, this is made clear in advance and parents are invited to ask questions and/or see the teaching materials.

At Catshill First School, an annual parent workshop is held in the summer term inviting parents to find out more about the RSE curriculum.

Parents/Carers who have concerns about the teaching of RSE are encouraged to discuss this with the teacher.

7. Training and Professional Development

Staff delivering RSE will receive ongoing training and professional development to ensure they are confident and equipped to discuss sensitive subjects. This will include:

- Regular workshops on new developments in RSE and best practices in teaching.
- Resources and support materials updated annually to reflect changes in legislation and societal norms.

8. Monitoring and Evaluation

We will regularly monitor and evaluate the effectiveness of our RSE programme through:

- Feedback from pupils collected via regular surveys and reflection sessions.
- Assessing pupils' understanding and development through continuous assessment and evaluations, with adjustments made where necessary.
- Reviewing policies in line with current educational standards and guidelines set forth by DfE; annual audits of the RSE curriculum by the subject leaders.

9. Confidentiality and Safeguarding

Our RSE policy will adhere to the school's confidentiality and safeguarding policies. We will ensure that all staff members:

- Receive specific training on safeguarding children in the context of RSE.
- Understand the protocols for reporting concerns related to pupil safety and wellbeing.
- Maintain respect for students' confidentiality while recognising the need to report disclosures appropriately.