

## SEX AND RELATIONSHIP EDUCATION POLICY

---



## Policy version control sheet

<b>Date of Policy</b>	<b>February 2020</b>
<b>Next review date</b>	<b>January 2023</b>
<b>Name of originator</b>	<b>Caroline Rolfe</b>
<b>Approved by</b>	<b>Caroline Rolfe</b>
<b>Date of approval</b>	<b>January 2022</b>
<b>Target Audience</b>	<b>Teachers TAs Parents/Carers Placing Authorities Regulatory Bodies</b>
<b>Links to other policies</b>	<b>See all education policies</b>

## Changes to previous version

**January 2022**

## 1 Definition of Sex and Relationship Education

1.1 Sex and Relationship Education is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes. It is also about the teaching of sex, sexuality, and sexual health.

1.2 We at 3 Dimensions School feel that learning about sex and relationships should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people, regardless of; gender; ability; culture; faith; sexuality or family background
- Enable young people to acquire accurate information, develop skills and develop positive values that will guide their decision making, judgements, relationships and behaviour throughout their lives.
- Prepare young people for adult life
- Be provided within a holistic context of emotional and social development
- Be set within the wider school context and support family commitment and love; respect and affection; knowledge and openness. Family is a broad concept and includes a variety of types of family structure and acceptance of different approaches.
- Enable students and teachers to share and respect each other's views.
- Raise awareness and an acceptance of the full diversity of relationships and sexual orientation, without promoting any particular family or relationship structure
- Create an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents take a key role in teaching their children about sex; relationships and growing up. We aim to work in partnership with parents.

- Recognise the wider community has much to offer and we aim to work in partnership with health professionals; social workers; peer educators and other mentors or advisers.

## 2 Sex and relationship Education at 3 Dimensions School has 3 main routes:

- Science curriculum relating to body development and reproduction. These are taught as part of science in accordance with National Curriculum for the appropriate Key stage.
- Using the guidance from the paragraphs 54 – 82 of the following guidance to form our I-Can statements to structure individual learning targets at primary level and secondary level.  
[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)
- Linking in with our citizenship curriculum with areas such as safety, relationships and equality being covered via various teaching and role modelling approaches (as per our CITIZENSHIP AND PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY).

## 3 Organisation of Sex and relationships Education at 3 Dimensions School

- 3.1 3 Dimensions School is a special needs school that meets the needs of young people 07 - 25 who can have social needs; communication difficulties; learning disabilities; sensory difficulties and ASD.
- 3.2 Sex and Relationship Education is taught throughout the school within the Jigsaw PSHE programme and also as a discrete subject within the PSCHE program on an individual basis. All programmes are individualised for each pupil and taught either 1:1 or in small groups. All staff involved in teaching SRE have developed good relationships with students and have a sound understanding of their needs. A safe learning environment is established for

each student to enable open and non-judgemental discussions about sex, sexuality, and sexual health. Staff use a wide variety of methods to encourage young people to participate in their learning, for example, discussion; ICT; role play; story telling; mime and drama; matching and sequencing. Annex B of the government RSE and Health education guidance (as per section 2) has suggested resources teaching staff may use, where appropriate as well as other resources such as the Jigsaw programme, NHS Puberty and Sexuality documents and Twinkl.

- 3.3 Due to the vulnerable nature of our students, it is important we have an honest approach to all areas of SRE. The teaching materials use are often literal and based on real life to allow students to understand and see exactly what is being discussed. It is vitally important that our students have the correct language and understanding to keep themselves and others safe.
  
- 3.4 To ensure we challenge myths, misconceptions, and false assumptions about what is perceived to be normal sexual behaviour some students are taught about pornography; female genital mutilation; sensory sensitivities and sex, masturbation and different types of sexuality and behaviours. In a world where access to sexual material is easily available on-line, it is vital our students are given tools to develop perspective on what they see and be empowered to make their own informed choices. All teaching occurs in a sensitive and appropriate manner. All subject matter is taught to ensure students have correct information and not to promote sexual activity or orientation.

## 4 Assessment and Evaluation

- 4.1 Rates of student progress in SRE related learning will be assessed as part of PSCE and Science related progression and through individual personal development and managed in accordance with the school's guidance for assessment, recording and reporting.

## 5 Parental Right to Withdraw their Children

5.1 The Sex and Relationship Bill 2012-2011 requires SRE to be provided as part of the secondary curriculum. It also provides parents with the right to withdraw their children from SRE. However, this right is limited; children cannot be withdrawn from aspects of SRE which are part of the National Curriculum. Parents are able to withdraw their children from all or part of the Sex and Relationship program that the school provides. Parents should contact the school via the Head of Education if they are concerned about any aspect of our programme. Parents are notified of forthcoming SRE lessons and are given an opportunity to speak to the pupil's teacher. There are information sheets available for parents linked to the Jigsaw programme (see appendix 1.1 and 1.2) , we also provide a parent forum to allow parents the opportunity to view the resources available, to ask questions and discuss any concerns about the Sex and Relationships programme.

5.2 In 2017 a legislation was passed. Its intention being that teaching of reformed RSE will start in September 2019. The relevant sections of the Children and Social Work Act 2017 require:

- All primary schools in England to teach age appropriate 'relationships education`
- All secondary schools in England to teach age appropriate 'relationships and sex education`.

However, the parents right to withdraw children from sex education has been retained.

The above changes apply to all schools in England – local authority maintained, academies and independent.

## 6 Specific Issues

### 6.1 Child and Sexual Abuse Procedure

- Suspected abuse of any kind should be reported to the Designated Child Protection Officer. The procedure laid out in the Safeguarding Policy will be followed meticulously.

### 6.2 Confidentiality

- Confidentiality must not prevent action if a child could be 'at risk'. Teachers will listen sympathetically to anything a young person tells them in confidence. However, if a teacher or member of staff feels a child or young person is at risk then the appropriate people will be contacted in accordance with Child Protection procedures, a copy of which is available upon request. Members of staff are advised to remind students that not all information given to them can remain confidential. All staff will be clear about safeguarding issues and procedures as part of their on-going training. A copy of the Confidentiality Policy is available upon request.

### 6.3 Pregnancy

- If a member of staff suspects a student may be pregnant or hears this directly from the student, the Safeguarding Officer must be informed and must follow the SCC 'Protocol on managing pregnant pupils and school age parents' (July 2009). Safeguarding procedures should be adhered to.

## 6.4 Bullying Procedure

- All students' views will be treated sensitively. Some attitudes should be challenged, e.g., homophobic bullying, in line with school's anti bullying policy

## 6.5 Contraception Advice

- Specific individual contraception advice should not be given by members of staff. For specific advice on contraception and other aspects of sexual behaviour, students should be encouraged to seek advice from parents or guardians and where appropriate from a healthcare professional.

## 6.6 Equal Opportunities

Equal opportunities at 3 Dimensions School means that all students, regardless of ethnicity, sexuality and ability have, potentially, all areas open to them.

## 6.7 Professional Development of Staff

- Training will be provided to members of staff who feel unsure about delivering any aspects of the curriculum. This can address the knowledge base, skills and attitudes of members of staff. Training may be given 'in-house' or by other suitably qualified professionals.

## 7 Monitoring

7.1 The Head of Education and the Chair of Governors have responsibility for reviewing and monitoring this policy.

## 8 Related Policies

- Confidentiality Policy
- PSCHE Policy
- Safeguarding Policy
- Inclusion Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Internet and Online safety Policy



## What is Jigsaw, the mindful approach to PSHE?

### A guide for parents and carers

#### What is PSHE Education?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

#### What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental, and physical development of pupils at the school.
- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.
- promotes British values.

From September 2020, schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly

recommends this should also include age-appropriate Sex Education. Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010). The Jigsaw Programme supports all these requirements and has children's wellbeing at its heart.

## **What is Jigsaw, the mindful approach to PSHE, and how does it work?**

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole school. Written by teacher and psychotherapist, Jan Lever MBE (services to education) and teachers, and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life.

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills, and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each class is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children/ young person's needs.

## **What will Jigsaw teach my child?**

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

**Being Me in My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and

# 3Dimensions

part of  OptionsAutism

a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

**Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

**Healthy Me** covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest, and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

**Relationships** starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups and consider stereotypes.

**Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead to their future, transitions and how to cope positively when facing such changes. Life cycles and human reproduction are taught to pupil's where appropriate.

## How can I find out more information about Jigsaw PSHE?

You are always welcome to contact 3 Dimensions school on **0146065611** or email [education@3dimensions.org.uk](mailto:education@3dimensions.org.uk) . You are also very welcome to visit the Jigsaw website [www.jigsawpshe.com](http://www.jigsawpshe.com).



## **Relationships Education, Health Education and Sex Education in Schools**

### **How does Jigsaw, the mindful approach to PSHE approach these subjects?**

#### **Information for parents and carers**

**Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education)** is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

We, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount, and schools must fulfil their statutory duties.

#### **What are the aims of Relationships Education, Sex Education and Health Education in the primary school?**

The opening paragraph of the Department for Education guidance states:

*"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."*

(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

## **What must primary schools teach in Relationships Education, Health Education and Sex Education?**

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

<b>Relationships Education</b>	<b>Health Education</b>
Families and people who care for me	Mental wellbeing
Caring Friendships	Internet safety and harms
Respectful Relationships	Physical health and fitness
Online Relationships	Healthy Eating
Being safe	Drugs, alcohol and tobacco
	Health and prevention
	Basic first aid
	Changing adolescent body

This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The **National Curriculum for Science** (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.

It is up to schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science.

If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

The DfE recommends, 'that all schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.' The school will share its position on teaching Sex Education with parents/carers through its policy, and if relevant will make clear which lessons they can request their child is withdrawn from, i.e. which lessons constitute this additional Sex Education, if any.

The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2, continuing in KS3 and 4, to ensure children know the accurate facts concerning this, and to ensure children understand why the body changes in adolescence. Schools using Jigsaw decide on whether to use these lessons in their RSHE Programme, to cover this subject matter in NC Science or not to include them for their children, and this will be reflected in the policy.

At Jigsaw, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.

### **Why is this RSHE curriculum needed?**

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous,

confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.

- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”. This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in schools from September 2020, with an emphasis on Relationships Education.

### **If you have any questions...**

- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE. Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.

### **What about LGBT+ issues?**

There has been much mis-information in the media about how LGBT+ issues are to be taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this. Your child's school can make this available to you on request.

Jigsaw firmly stands by its position that EVERY child is valued and special.

### **More about Jigsaw, the mindful approach to PSHE?**

**Jigsaw PSHE** is a comprehensive and completely original Scheme of Work (lesson plans) for the whole school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically

covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter of fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six Puzzles (units):

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

each with six lessons.

These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.

## **How can I talk to my child about relationships, puberty and human reproduction?**

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.

- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

## **Here are some tips for talking to your child:**

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms, and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school. We may feel that they know too much, when actually ignorance is the enemy of innocence.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.

- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

## **How can I find out more information about Jigsaw PSHE?**

You are always welcome to contact 3 Dimensions school on **0146065611** or email [education@3dimensions.org.uk](mailto:education@3dimensions.org.uk) . You are also very welcome to visit the Jigsaw website [www.jigsawpshe.com](http://www.jigsawpshe.com).