



BROADOAK ACADEMY

“Maximising students’ abilities, ambitions and academic potential”

Relationships and Sex Education Policy

Recommended by:	
Date: November 2019	
Approved by Academy Council	
Signed:	
Next review due: November	

Broadoak Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Rationale

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE 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.

The Right Honourable Justine Greening, then-Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

The findings gathered from the process informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education, not all of PSHE, compulsory.

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 and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.

The guidance on Relationships Education, Relationships and Sex Education (RSE or SRE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers can be seen [here \(1\)](#). It will come into force in September 2020. Until September 2020, the DfE guidance (2000) is a school's duty to provide; Broadoak Academy use materials produced by Jigsaw and its associated teaching materials (age 11-16) which is compliant with the September 2020 statutory expectation. The Jigsaw Programme covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way

This policy is informed by existing DfE guidance on:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012)
- [Safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (updated February 2019), [Keeping Children Safe in Education, 2019](#))
- [Equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, updated June 2018). Schools should pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act).
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)

- [SEND code of practice](#): 0 to 25 years (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

The Jigsaw Programme also meets all the outcomes in the [PSHE Association Programmes of Study](#), 2017 (third edition).

2. **Aims:**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our academy we choose to deliver Personal, Social, Health Education (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

3. Jigsaw Content:

Jigsaw covers all areas of PSHE for the secondary phase (11-16), as the table below demonstrates:

Puzzle name	Content
Being Me in My World	Includes understanding self-identity, cultural diversity, society and social groups, political influences, independence, social media, online safety, perceptions, legislation
Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity, through the nine protected characteristics, challenging prejudice and discrimination, stereotyping, equality, equity
Dreams and Goals	Includes goal-setting, aspirations, working together, recovering from set-backs, SMART planning, choices, responsibilities, keeping safe, employability, mental health and illness, jobs and legislation, resilience
Healthy Me	Includes mental and physical health, drugs and alcohol education, self-esteem and confidence, healthy lifestyle choices, sleep, the brain, vaccinations, choices and consequences, sexual health, relationships, sex
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, assertiveness, consent, change, online/social media relationships, media, sexual health, power, stages of relationships
Changing Me	Includes puberty and body development, pregnancy, family types, relationships and what affects them, sexuality, accessing support, mental health, gender identity

Please note that this table of content is not exhaustive and does not reflect what is taught in each year group.

4. Relationship and Sex Education (RSE)

4.1 Relationships and Sex Education update

Since the then-Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2019, the DfE has made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by an engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education. Many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. The DfE encourages schools to continue to do so, if this is right for them, and build on established, high quality programmes.

4.2 What does the new Relationships Education cover? (definition)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. **All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.**

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. **Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.**

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. **Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.**

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

The Sex Education Forum defines Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

4.3 Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at the academy except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Principal and/or PSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a pupil has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

5. Fundamentals

5.1 How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons).

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address student needs today); and one is based on emotional literacy and social skills development to enhance students' emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to young people living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of young people's development. This is mapped on each Piece and balanced across each year group.

- How pupils and parents/carers have been consulted about the school's RSE provision:
- How faith groups have been consulted, advised and involved in developing the policy:
- The name of the governor(s) with responsibility for PSHE / RSE / Drug and alcohol education:

5.2 Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all students. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the students in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow students to choose the media with which they work and give them scope to work to their full potential. Inclusivity and respect for self and others is integral to Jigsaw.

If any changes are implemented nationally, Jigsaw will make the necessary amendments and offer this free update to all its schools.

Schools need to demonstrate how delivery of the content will be made accessible to all pupils, including those with SEND. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

5.3 Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the

time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

In teaching Relationships Education and RSE, 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 that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that 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.

5.4 Assessment

Teachers will be eager to ensure students are making progress with their learning throughout their Jigsaw experience. Therefore, from Ages 12-13 onwards, each Puzzle (unit) includes a lesson where the activities lend themselves to providing students with evidence of their personal development, which is denoted by a CV image. The outcome or product from these lessons (from the students' perspective) can be transposed to one or more of the sections of the CV template, thus providing a record of progress, as well as an opportunity to build a CV with real learning experiences.

In order for students to gain the most from the Jigsaw Programme, it is important that they have the chance to experience the full lesson (Learning Pod and the Big Bit) to make best use of the CV development opportunity.

Jigsaw Journals form an optional part of the Year 7/Age 12-13 Jigsaw learning and each student can have a Journal. They are meant for students to feel a sense of pride in their work and for the teacher to have evidence of their progress. In the Journal, we suggest there is a section for each Puzzle (unit); within each of these sections, students collect pieces of work, photos of group activities, 'Reflection' notes and anything else that is meaningful to them as they progress through their Jigsaw Journey. The Journal becomes a portfolio of their learning. It is up to school settings how they provide Journals for each student.

5.6 Monitoring and evaluation

The PSHE co-ordinator will monitor delivery along with Heads of Year of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

5.7 External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers will always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

5.8 The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and students will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the following aspects:

The Jigsaw Charter

Everyone has the right to...

Participate or pass

Listen and speak

Privacy

An opinion

Learn

Everyone has the responsibility to...

Allow others to participate or pass

Listen and allow others to speak

Maintain privacy

Respect difference of opinion

Allow others to learn

5.9 Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

5.10 Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education lessons are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Any type of bullying that is

related to sexuality is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

5.11 Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parents'/carers' evenings
- * Involvement in policy development
- * Information leaflets/displays

5.12 Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

5.13 Confidentiality and Child Protection/Safeguarding Issues

As a general rule, a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the student is at risk or in danger, she/he talks to the designated safeguarding lead (MAT) or deputy safeguarding leads (JMD, BGW... who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The student concerned will be informed that confidentiality is being breached and reasons why. The student will be supported by the teacher throughout the process.

Policy Review

This policy is reviewed annually.

	Signed Principal	Signed Chair of Governors
Date of review:		
Date of next review:		

Appendix

1

[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)