East Midlands Academy Trust

Relationships and Sex Education Policy

'Every child deserves to be the best they can be'

Inclusion   Innovation   Impact

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V6	**Filename:** EMAT Relationships and Sex Education Policy (RSE)
Approval: October 2024	**Next Review: September 2025** *This Policy will be reviewed by the Trust Board annually*
Owner: East Midlands Academy Trust Board of Trustees	**Union Status:** Not Applicable

Revision History

RevisionDate	Revisor	Description of Revision
September 2024 v6	**TT**	Reviewed against KCSIE 2024 – no major changes Updated contact information and added Carer to Parent / carer where missing.
July 2024 v5.1		Whistleblowing contacts updated. Annual review date adjusted to September to better incorporate KCSIE updates.
September 2023 v5	TT	Reviewed Policy for safeguarding updates following revised Keeping Children Safe in Education 2023
September 2022 – V4	M Juan TT	Reviewed Policy for safeguarding updates following revised Keeping Children Safe in Education 2022 • Section 10.2 amended to include referral to DSL
July 2021 – V3	M Juan	Updates to include (in line with policy provided by legal team): • Discussions with Jigsaw regarding clarification around Health Education as part of national curriculum and the right to withdraw for parents in Primary phase.
April 2021 – V2	M Juan	Updated Policy to include *Everyone's Invited* statement
July 2020 – v1	M Juan	New EMAT Relationships and Sex Education Policy (RSE) issued to all schools

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The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect children.

We, at EMAT, believe that schools play a crucial role in teaching pupils about sex and relationships, equality and diversity and modern citizenship as well as preparing them for the modern world. This is enacted through each school's culture, its curriculum, and all policies. We aim to give all pupils and staff a voice to enable them to act in a protective manner towards themselves and others. This includes developing a robust whistleblowing culture as well as fostering a culture of integrity and mutual respect.

We recognise that we have the responsibility of tackling sexual violence and harassment, instilling values in our stakeholders and encourage all to be driven by their strong moral compass. Like so much of education, our work must complement that undertaken by parents and carers so that young people receive a consistent message, and they can go about their lives free from harassment and abuse.

All of our schools will continue to engage with their stakeholders, listen to their concerns and signpost necessary support and provision within and beyond its schools. We ask that anyone who has experienced such behaviour, or who is suffering because of it, to report it to an appropriate adult either in the school or within the EMAT team so they can be supported, and steps can be taken to address the issue.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone or the issues raised. The dedicated **NSPCC helpline number is 0800 136 663 or by emailing help@nspcc.org.uk**

Staff members can also seek support from **Vivup on 0330 380 0658** or by visiting their website www.vivup.co.uk

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our **Whistleblowing Policy** is there to reassure you that it is safe and acceptable to speak up and to enable you to raise any concern you may have at an early stage and in the right way. If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with:

- **EMAT Head of Governance & Compliance** – Alexandra Rigler – **alexandra.rigler@central.emat.uk**
- **EMAT Head of People & Culture – Vicky Donnelly -vicky.donnelly@central.emat.uk**

If you are unsure about raising a concern you can get free and independent advice from **Protect helpline on 020 3117 2520 or by emailing whistle@protect-advice.org.uk**

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1 Introduction

1.1 Underpinning our teaching of RSE are the EMAT values: **inclusion, innovation, inspiration, integrity and impact.**

1.2 The Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

1.3 The Trust has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its academies irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

1.4 The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

1.5 This policy has been developed in consultation with parents/carers, pupils and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community.

1.6 The policy will be reviewed annually and parents/carers will be consulted in advance about significant changes.

2 Aims and Objectives

Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationship and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

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3   Definition of Relationships and Sex Education (RSE)

3.1   RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

3.2   **RSE does not encourage early sexual experimentation or promote any particular form of sexual orientation**. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

3.3   RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents/carers with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4   Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and academy community are set out in detail below.

4.1   Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Headteachers to account for the implementation of the policy.

4.2   The Chief Executive Officer

The CEO will ensure that RSE, Relationships and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver RSE.

4.3   Local Advisory Board

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Headteacher on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The LAB will report its findings to the Board of Trustees.

4.4   Headteacher/Head of School

Each academy Headteacher/Head of School, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher/Head of School will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents/carers regarding any concerns or opinions regarding RSE, Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

4.5   Staff

Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.6   Parents/Carers

The Trust hopes to build a positive and supporting relationship with parents/carers through mutual understanding, cooperation and trust. Parents/carers are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents/carers will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents/carers are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

4.7   Pupils

Pupils are expected to take RSE, Relationships and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

Inclusion   Innovation   Impact

5 Delivery of RSE and Relationships Education

RSE will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of RSE to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

5.1 Primary academies:

In our primary academies RSE will be delivered in science, computing and Personal, Social, Health and Economic Education (PSHE). Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

For more information about our Primary RSE curriculum, see Annex 1.

5.2 Secondary academies:

In our secondary academies RSE will be delivered in science, religious education, computing and Personal, Social, Health and Economic Education (PSHE) and will build on the foundation of RSE delivered in primary school.

For more information about our Secondary RSE curriculum, see Annex 2.

6 RSE and Relationships Education: Curriculum and Outcomes

Our curriculum for Primary and Secondary schools is set out as per Annexes 1 and 2 but we may need to adapt it as and when necessary. Academies across the Trust use **JIGSAW - Lesson Planning and Teaching Resources for Ages 3-16** to deliver the curriculum.

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. The Trust acknowledges that Sex Education is not compulsory in primary schools. However, EMAT primary schools will teach pupils sex education beyond what is required of the science curriculum. This will be tailored to the age and the physical and emotional maturity of pupils and will ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

6.1   By the end of their primary education the Trust expects pupils to know the information set out at ***Annex 3***. The Trust recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for RSE.

6.2   By the end of their secondary education the Trust expects pupils to know the information set out at *Annex 4.*

7   Health Education: Physical health and mental well-being

7.1   The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHE).

7.2   By the end of their primary education the Trust expects pupils to know the information set out at *Annex 5*.

7.3   By the end of their secondary education the Trust expects pupils to know the information set out at *Annex 6.*

8   Pupils with special educational needs and/or disabilities

8.1   The Trust will endeavour to ensure that RSE, Relationships Education and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE, Relationships Education and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

8.2   Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

9   Right to request withdrawal from sex education

9.1   The Trust hopes that parents/carers will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

9.2   Parents/carers of children in primary academies have the right to withdraw their child from sex education and should state this in writing and send it to the Headteacher/Head of School. Parents/carers of children in secondary academies have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

Inclusion   Innovation   Impact

9.3   Before withdrawing or making a request, the Trust strongly urges parents/carers to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. **Parents/carers cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the National Curriculum science**.

9.4   Any parent/carer wishing to withdraw their child from sex education in a secondary academy should put their request in writing and send it to the Headteacher/Head of School who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

9.5   If a pupil is excused from sex education the respective academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

9.6   Requests for withdrawal should be put in writing using the form found in *Annex 7 – Parent/carer form: withdrawal from sex education within RSE* and addressed to the Headteacher/Head of school. For more information please see *Annex 8: Questions and Answers complied by the DfE*

10   Confidentiality and Child Protection

10.1   The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

10.2   If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should inform the Designated Safeguarding Lead (DSL) who will:

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

10.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 Equal opportunities

11.1 RSE, Relationships Education and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

11.2 The Trust has a commitment to ensure that RSE, Relationships Education and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

12 Monitoring arrangements

The delivery of RSE will be monitored at by the Headteacher/Principal of each Academy through planning scrutiny, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

13 Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher/Head of School in accordance with the Trust's complaints policy.

14 Review of the policy

This policy will be reviewed annually by the Trust Board who will monitor the application and outcomes of this policy to ensure it is working effectively.

Inclusion   **Innovation**   **Impact**

Annex 1: Jigsaw Primary Curriculum overview

The Jigsaw approach

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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
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 SMARRT 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 Sexting Transition

Inclusion   **Innovation**   **Impact**

Jigsaw 11-16 (Secondary PSHE)

Year Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 11-12	Self-identity Roles and responsibilities Personal strengths Independence Influences (peer pressure)	Protected characteristics: sex, sexual orientation, gender reassignment Challenging prejudice and discrimination Roles in society Stereotypes Bullying Assertiveness	Identifying dreams and goals Steps to achievement Managing set-backs Motivation and rewards Self-monitoring/self-evaluation	Physical and emotional health Taking responsibility for health Substances and their effects Nutrition Vaccinations Sleep hygiene	Components of positive relationships Social groups Values and qualities in relationships Media portrayal of relationships Assertiveness Family changes (includes separation, divorce, bereavement)	Puberty and body development Self-image Changing circumstances Rights and responsibilities Brain development Mood changes Transition (to next year group)
Ages 12-13	Changing identity Cultural diversity Faiths and beliefs Understanding myself and others	Protected characteristics: race and religion Social injustice and inequality Making a positive contribution to community Social mobility Making a difference	Short-, medium- and long-term goals Planning and reviewing goals and priorities Different types of business and organisation Budgeting Positive/negative role of money in society	Stress triggers First aid and CPR Why substances are used Role of medicines Nutritional effects on mind/body Mental health: anxiety and depression	Social media Relationship skills Components of positive relationships Personal space Media influences	Managing change Coping with challenge Taking responsibility for change Transition (to next year group) Short-term changes
Ages 13-14	Young people around the world Peer approval Social groups and influences Community identity Adolescent brain and behaviour Perceptions/misperceptions	Protected characteristics: marriage, pregnancy and disability Diversity across the world Positive and negative language Types of bullying Recognising prejudice	Identifying strengths SMART planning Managing criticism and feedback Legislation and young people at work Better communities and societies Tools for developing new skills	Positive lifestyle choices Sleep hygiene (role in health and learning) Effects of alcohol use Brain development Effects of substance use Emergency services and safety Mental health	Power and relationships Assertiveness and saying no Consent Contraception Choices and consequences Unprotected sex and STIs Online and offline relationships Sexting	Changing perceptions and opinions Mental health and the brain Skills for change Adapting to change Self-reflection and evaluation Transition (to next year group)
Ages 14-15	Society, freedom and safety Environment and finite resources (carbon footprint) Cultural norms and prejudice Political influences on society	Protected characteristics: age Why difference and diversity occurs Recognising equality Intolerance and extremism Balance of power Decisions and life chances	Overcoming challenges and identifying alternatives (adaptable/flexible) Impact and consequences of misusing social media Confidentiality Life/work balance and lifestyle choices Consumer rights	Mental illness and treatments Health protection Brain development Addiction Substance and alcohol use Cancer prevention Behaviour change	Healthier relationships Relationship breakdown Brain function and extreme emotions Friendships and peer support Challenging relationships	Achievement and future plans Positive change and positive emotion Altruism Emotional complexity in change Models of behaviour change Transition (to next year group)
Ages 15-16	Constructive criticism Tools for success (attributes for life) Education and training opportunities Success planning		Goals and aspirations Changing goals Contingency planning Choices and responsibilities	Managing anxiety and overwhelm Relaxation Exam preparation and concentration Sleep strategies Healthy attitudes on sexual relationships and sexuality	Sexuality Conflicts in relationships Media influence Individuality in relationships Stages of relationships Sexual relationship checklist	

Jigsaw assures schools that, should any elements appear in national PSHE-related guidance that is not included in Jigsaw 11-16, we will make every effort to ensure that Jigsaw 3-16 meets statutory duties for Relationship, Sex and Health Education.

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Relationships Education

Families and people who care for me	• that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online

Sex Education

The National Curriculum for Science covers:

• naming the main external parts of the human body,
• the human body as it grows from birth to old age (including puberty),
• processes of reproduction and growth in animals and
• reproduction in some plants.

Families	- that there are different types of committed, stable relationships - how these relationships might contribute to human happiness and their importance for bringing up children - what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony - why marriage is an important relationship choice for many couples and why it must be freely entered into - the characteristics and legal status of other types of long-term relationships - the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting - how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	- the characteristics of positive and healthy friendships, in all contexts including online, such as: - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict - reconciliation and ending relationships, this includes different (non-sexual) types of relationship - practical steps they can take in a range of different contexts to improve or support respectful relationships - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control - what constitutes sexual harassment and sexual violence and why these are always unacceptable - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

☀ Inclusion   ☀ Innovation   ☀ Impact

Online and media	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
Intimate and sexual relationships, including sexual health	• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)

Inclusion   Innovation   Impact

	- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing - about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment - how the use of alcohol and drugs can lead to risky sexual behaviour - how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The National Curriculum for Science covers:

Key Stage 3

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and

- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4

- hormones in human reproduction, hormonal and non-hormonal methods of contraception,

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and

- genes and sex determination in humans.

Mental wellbeing	- that mental wellbeing is a normal part of daily life, in the same way as physical health - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	- that for most people the internet is an integral part of life and has many benefits - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private - why social media, some computer games and online gaming, for example, are age restricted - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted - where and how to report concerns and get support with issues online

Inclusion   Innovation   Impact

Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	• how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

Mental wellbeing	- how to talk about their emotions accurately and sensitively, using appropriate vocabulary - that happiness is linked to being connected to others - how to recognise the early signs of mental wellbeing concerns - common types of mental ill health (e.g. anxiety and depression) - how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health - the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online - how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress - the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health - about the science relating to blood, organ and stem cell donation
Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	• basic treatment for common injuries • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health

Appendix 7: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	**Include notes from discussions with parents/carers and agreed actions taken.** *Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom*

Inclusion   Innovation   Impact

Q: Will my child's school have to engage with me before teaching these subjects?

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents' views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they engage parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

Q: Will my child be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. In those instances we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

Q: Will my child be taught about LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age- appropriate teaching about different types of relationships in the context of the law.

Q: What support will schools receive to deliver these subjects well?

A: We are investing in a central support package to help teachers introduce these subjects well and with *confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.*

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

Q: Where can I find out more information about what will be taught in my child's school?

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published parent guides, which explain what the subjects are, and parents' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.