



Relationships and Sex Education Policy

This Policy was approved in July 2023

This Policy is due for renewal in July 2024

The name of the designated individual is Louise Ghillyer (Head of RSE, and PSHE), in consultation with:

- Ben Eddy, Headteacher
- Designated Governor
- Pastoral Staff

- Parents and Carers

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1. **Definition of 'Relationships and Sex Education'**

FRA defines 'Relationships and sex Education' (RSE) as education that teaches students the knowledge and skills to develop healthy, safe and nurturing relationships of different kinds now and into the future. These relationships include friendships, colleagues, family and sexual relationships. RSE will also cover matters of sexual health, safeguarding, and the law around sex and sexual relationships. The curriculum will make links to equality, diversity, mental health and wellbeing, and internet safely and online behaviours. RSE forms an important part of the wider PSHE (Personal, Social, Health and Economic) curriculum. RSE does not involve the promotion of sexual activity.

2. **Statutory requirements**

As a secondary school we must provide RSE to all pupils as per the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Section 34 and 35 of the Children and Social Work Act 2017. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outline in Section 403 of the Education Act 1996.

This Policy has due regard for the Equality Act 2010 whereby the Policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

3. Policy development process

This Policy was written by the Head of PSHE, Louise Ghillyer and approved by the Senior Leadership Team of FRA.

The following members of our school community have been consulted:

- Staff
- Students
- Parents
- Governors

This Policy was approved by the Governing Body on May 2022.

4. Aims and Rationale of RSE

At Fowey River Academy we believe that every child can succeed in life and that RSE is fundamental to the students' learning experience in our school. Fra's RSE curriculum is designed to enable students to thrive both personally and professional by building students' self-esteem, knowledge, empathy and emotional resilience regarding different kinds of relationships and sexual matters. The curriculum is coherently planned to ensure there is a progression of understanding from primary school and across the key stages. As with every aspect of the FRA curriculum, RSE will enhance cultural capital, promote learning links and develop confidence, independence, resilience and ambition.

The overarching aims of the RSE curriculum at FRA are:

- To enable our students to know what healthy relationships are in a variety of contexts. To understand what behaviour is acceptable and unacceptable in relationships, and to know the law around relationships and sex.
- To recognise unhealthy or dangerous behaviours regarding relationships and sex and know how to seek help and support.
- To be equipped with the skills to weigh up and effectively manage risk.
- To develop knowledge around relationships and sex that helps individuals to maintain good physical and mental health now and in the future.
- To teach pupils correct vocabulary to describe themselves and their bodies – to know where to access reliable information, advice, and support regarding relationships and sex.

(Please see Appendix 1 for a breakdown of themes and objectives of the RSE curriculum)

5. Roles and Responsibilities

The Governing board: The governing board will approve the RSE Policy, and hold the Headteacher to account for its implementation.

The Headteacher: The Headteacher, Bed Eddy, is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education components of RSE (See section 11)

Head of PSHE: RSE is led by Louise Ghillyer (Head of RSE/PSHE). The Head of PSHE is responsible to drafting Policies, long term planning and implementation of PSHE within which RSE is integrated. The Head of PSHE is also responsible for coordinating training for tutors and teaching staff responsible for delivering PSHE, including RSE, as part of the school professional development.

Tutors and teaching staff:

Tutors and teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress through assessment for learning strategies, such as quizzing, true/false and questioning techniques, and adapting teaching where necessary.
Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education component of RSE

Tutors and teaching staff do not have the right to opt out of teaching RSE. Tutors who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils: Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

6. Curriculum

In accordance with the Department for Education Statutory Guidance on RSE, the curriculum falls under five themes, known as 'RSE objectives'.

- 1) Families
- 2) Respectful relationships, including friendships
- 3) The law
- 4) Online and media
- 5) Being safe

Fowey River Academy knows that working partnership with home and wider community is vital in contextualising the RSE curriculum. We have developed the curriculum around the

above themes and consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. More information about these themes and the topics within can be found Appendices 1 and 2. Please note as part of a dynamic curriculum that meets the needs of all pupils this may be adapted as necessary.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (family can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, such as looked after children or young carers.

7. Inclusive RSE at Fowey River Academy

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to the particular needs. To achieve this, the school's approach to RSE will take account of:

Ethos and Diversity: Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexuality identity and sexual orientation: Fowey River Academy recognise that sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or are questioning their sexuality (LGBTQ+, in which the + represents other gender minority identities). Pupils may also have LGBTQ+ parents/carers, family members and or/friends. All our pupils will meet and work with LGBTQ+ people.

Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the RSE curriculum. Furthermore, our pastoral support will take account of the needs of LGBTQ+ pupils. We have also actively tackled homophobic, biphobic and transphobic language and behaviour through on-going training and education.

Mental Health and wellbeing: Fowey River Academy recognises the importance of healthy relationships in maintaining positive mental health and wellbeing, RSE will be taught within a mental health framework, equipping students with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can

be maintained. Students will be regularly signposted to trusted adults, and pre-approved professional organisations where they can find further information, advice and support.

Special Educational Needs: The Head of PSHE and tutors, in consultation with the safeguarding and pastoral teams within school, will ensure that lessons are age appropriate and met the needs of all students. Some pupils may have learning emotional or behavioural needs or physical disabilities that require certain strategies or differentiation in order to access the curriculum. Tutors will engage with support and advice on differentiation of individuals in their tutor group to ensure that the curriculum is accessible to everyone.

8. Delivery of RSE curriculum

RSE is delivered through the wider PSHE programme fortnightly timetable sessions and through drop down days. The RSE delivered for each year group is age appropriate and carefully designed to build students' understanding of the key themes over time (see Appendix 1)

RSE is taught by Fowey River Academy staff and complemented by sessions with pre-approved specialist organisations. Elements of RSE are also taught through the Science curriculum.

Lessons will include a range of teaching strategies and materials designed to support students in their knowledge and understanding of the curriculum topics. Topics will be handled sensitively and within a framework of equality in the classroom. Staff are aware that views around RSE related issues are varied. While personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Tutors will establish clear parameters of appropriate discussion using ground rules.

Fowey River Academy believes it is important that pupils should have opportunities to have their genuine questions answered in a sensitive and informative way. Pupils will not be directed to find out answers online unless through a carefully selected and pre-approved organisation or resource.

Due to the nature of topics, questions posed by students do not have to be answered by the teacher immediately. Teachers will use their professional judgement in deciding whether it is appropriate to answer a question, and whether it is best answered immediately or at a later

time. Tutors are required to refer to the Designated Safeguarding Team if a question or comment gives rise to a concern about a child's welfare. Through PSHE lessons students will regularly be signposted to specialist organisations, helplines, trained school staff and trusted adults.

Students will have the opportunity to reflect upon and review their learning during sessions. Teachers will assess and monitor the learning of RSE through a range of assessment for learning techniques. The Senior Leadership Team, Head of PSHE and Pastoral Team will regularly monitor and review the implementation of the RSE curriculum.

9. Safeguarding

Teachers at Fowey River Academy are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to the disclosure of a child protection issue. All staff read the Keeping Children safe in Education (KSIE) document annually, attend regular Tier 2 safeguarding training and know to adhere to the schools safeguarding policy if a disclosure is made, informing the designated Safeguarding Team (DSL). Teachers delivering the RSE curriculum will ensure a safe learning environment is created through ensuring good behaviour and referring to their PSHE ground rules regularly.

Organisations delivering sessions around RSE will be pre-approved and will be required to read our RSE and Safeguarding policies prior to visiting the school.

10. Advice to Individual Pupils

It is understood that it is important to distinguish between the school's function of providing education generally about relationships and sexual matters and giving the advice to individual pupils on these issues. Teachers have a responsibility for the welfare and wellbeing of their pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual pupil advice on such matters without parental knowledge or consent would be inappropriate.

11. Parental Right to Withdraw

Sex education forms part of RSE curriculum. Fowey River Academy defines Sex Education as learning about the physical and social aspects of human sexual behaviour. This includes

contraception, pregnancy options and Sexually Transmitted Infections. As matters of sex and sexuality often arise in the context of relationships, Sex Education is approached in an integrated way in RSE.

In accordance with the Department for Education Statutory Guidance on RSE, there is no right to withdrawal from Relationships Education or Health Education, including the content which forms part of the Science national curriculum. However, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of the statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, this will be granted. If a parent wishes to withdraw their child from any element of sex education, they should write to the Headteacher, Ben Eddy, who will discuss their request, with the parent. The aspects of RSE curriculum that were included under the above definition of sex education are identified in Appendix 1 and 2, marked with an asterisk (*).

RSE Objectives

These objectives are detailed in the Department for Education statutory guidance on RSE, which can be found here [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.services.gov.uk\)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance). In accordance with this document. RSE will fall under five themes:

1. Family
2. Respectful Relationships
3. Online and Media
4. Safety
5. Intimate and Sexual Relationship

Within each theme students will learn:

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 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 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 cyber bullying), 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 defended in the Equality Act 2010 and that everyone is unique and equal

Online and media

- their rights, responsibilities and opportunities online, including that 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, the 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 interest 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 well being
- 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)
- 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 contracted 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 Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils will be made aware of the relevant legal provision when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations).
- hate crime
- female genital mutilation (FGM)

Objectives set out in the department for Education Statutory guidance on Relationships and Sex Education (2021) [Relationships and Sex Education \(RSE\) \(Secondary\) – GOV.UK](https://www.gov.uk/government/statutory-guidance/relationships-and-sex-education-rse-secondary) (www.gov.uk)

Appendix 1

Snapshot Jigsaw PSHE 11-16

Shows the summary of subject content in each Puzzle (unit)

(updated Sep 2021)

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected Characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour



Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation
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Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media Risk and emergency contacts Positive and negative relationships	Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multicultural societies Equity, equality and inequality My health	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support
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Year 11 (15-16)	<p>Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honourbased, violence, arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns, sexting Keeping safe, emergency situations, key advice, first aid, scenarios and consequences</p>		<p>Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong</p>	<p>Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self- examination, STIs, sexual pressure, fertility issues, contraception, consent, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe Expectations in relationships</p>	<p>Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	
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Appendix 2



Relationships and Sex Education and Health Education - A brief guide

In September 2020, the Department for Education (DfE) made Relationships and Sex Education compulsory in all secondary schools, and Health Education compulsory in all state-funded schools in England. Independent Schools were already mandated to deliver PSHE including Health Education (Independent School Standards, DfE, 2019).

At secondary school, teaching builds on what children learnt at primary school and develops their understanding of health, with an increased focus on risk areas like drug use. Many schools teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education, and this is what Jigsaw PSHE provides for schools.

This leaflet sets out what Relationships and Sex Education and Health Education look like for students in KS3 (ages 11-14); why RSE is important; what parents and carers can do; and how Jigsaw PSHE ensures students receive the education they deserve.

Relationships and Sex Education and Health Education - A brief guide

The Jigsaw 11-16 programme comprises:

- A comprehensive and completely original scheme of work for 11- to 16-year-olds
- PSHE (Personal, Social, Health and Economic Education), resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development)
- Inclusive philosophy including Relationships and Sex Education
- The Jigsaw Approach, underpinned by mindfulness philosophy and practice And is compliant with statutory RSHE requirements (England, DfE, 2019).

Puzzles (units)

The Jigsaw 11-16 Programme includes six units of study (Puzzles), each with six lessons (Pieces), designed to be taught sequentially throughout the school year, one per term, as follows:

Puzzle (Unit)

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

Ages 11-16

The content is student-driven and is in line with the most recent national guidance from the DfE. Jigsaw 11-16 remains a universal, core programme that will be added to and updated regularly to accommodate changing needs and contexts.

The main aim of PSHE is to empower young people to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy, fulfilling lives.

The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety.

The latest guidance recommends that schools need to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw 11-16 develops them in a structured and developmental way throughout every age group. A programme like Jigsaw is so helpful to schools, because it sets out exactly how students learn best and how to teach skills that lead to better social, emotional and mental health, which, in turn, has a positive impact on learning.

Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.

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Relationships and Sex Education and Health Education - A brief guide

What does Relationships and Sex Education (RSE) in KS3 look like for students and schools?

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 also needs to 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 students 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.

Parents and carers should be assured that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

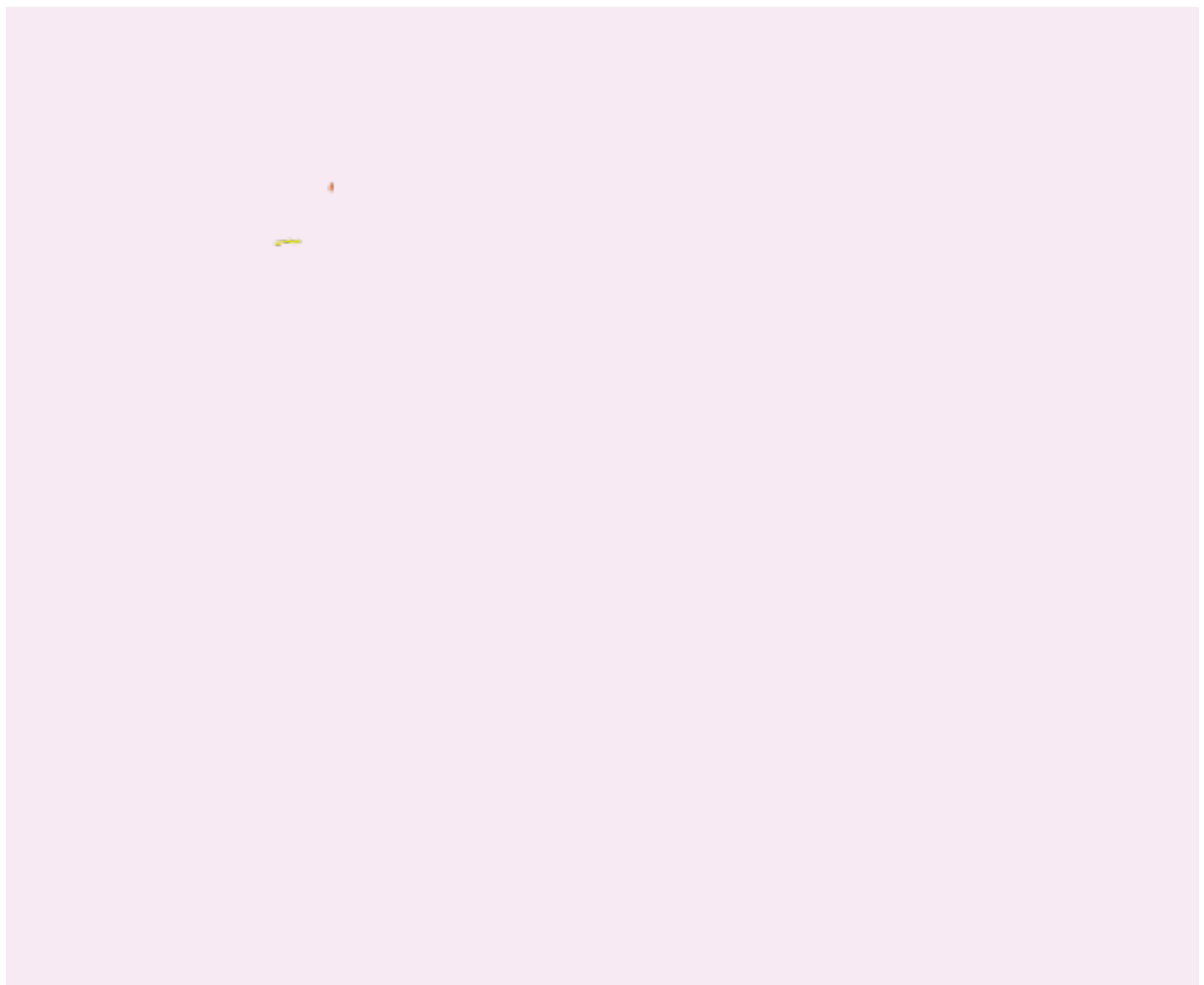
Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time for them.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This needs to be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe and positive learning environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously - approaches advocated by Jigsaw PSHE 11-16 teaching materials.

RSE in KS3 needs to demonstrate clear progression from what is taught in Relationships Education at primary school, and as students grow up, at the appropriate time teaching is extended to include lessons on intimate relationships. Alongside this, students are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming an adult. This will enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. This applies to online and offline relationships.

This is what every school with KS3 students in England is expected to adhere to. How they teach it is up to each individual school.

Ages 11-16



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Relationships and Sex Education and Health Education - A brief guide

In **Jigsaw PSHE**, students will have the opportunity to learn in RSE...

- About families, long-term relationships like marriage, parenting and their associated laws

- About respectful relationships, including friendships, about trust, stereotypes, bullying, difference, illegal behaviour in relationships and where to find help
- About relationships within the context of the media and online – and most crucially the laws that are there to protect them and others
- About safety in relationships, including what to do if they don't feel safe in a relationship
- About intimate and sexual relationships, and their sexual health – and how the choices they make can

have a long-term impact

- About the protected characteristics in the Equality Act

It is all in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing inclusion and respect for each other, and so on. The emphasis is on changes that students will experience as they grow up: what those changes look and feel like, why they happen and how to manage them positively.

The Jigsaw Sex Education Pieces (lessons) aim to give students their entitlement to information about puberty, human reproduction, sexual health and consent, as appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear and includes sources of support and advice.

Why is RSE taught in secondary schools?

There are many reasons why RSE is taught in secondary schools, including these:

- More than ever before, students are exposed to representations of sex and sexuality through the media and the social culture around them, so their education needs to present a balanced view of relationships and sex.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE for their children.
- Research shows consistently that effective RSE delays first sexual experience and reduces risk-taking, despite what many people still believe to the contrary.
- Surveys of children and young people have repeatedly reported that RSE tends to be too late in their education, too focused on the biological aspects, and not enough information on building relationships.
- It is part of the statutory curriculum (DfE, England, 2020).

Relationships and Sex Education and Health Education - A brief guide

What is the purpose of RSE?

At Jigsaw PSHE, we believe there are four main aims for teaching RSE within the context of PSHE (Personal, Social, Health and Economic) Education and they are crucial for students to learn about. High- quality RSE is taught...

- To enable young people to understand and respect their bodies, and be able to cope with the changes that puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development, and so on (in other words, respect for self and others).
- To support young people to have positive self-image and body image, and to understand the influences and pressures around them.
- To help young people to make informed choices if and when they are consider starting a sexual relationship, so that they keep themselves safe and don't have an unplanned pregnancy or sexually- transmitted infection.

Won't telling students about sex make them do it sooner and more?

No. The evidence suggests that high quality RSE does the opposite: it actually delays young people's first sexual experience, and it helps them become much more confident and comfortable about making informed choices. We believe effective RSE takes away ignorance, not innocence.

Teaching about safety and relationships as part of PSHE Education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations. Ofsted expressed concern in its report on PSHE that the lack of high-quality, age-appropriate RSE in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation. It is clear, therefore, that PSHE Education plays a vital part in helping to meet school's responsibilities to safeguard their pupils.

Parents' right to take students out of PSHE lessons on RSE

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but cannot withdraw their child from Relationships or Health Education). School leaders should discuss this with parents: good practice is likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' 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 should make arrangements to provide the child with sex education during one of those terms.

Parents/carers are not permitted to withdraw their child from the Sex Education included in the National Curriculum Science, as this is a statutory subject.

Ages 11-16

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Relationships and Sex Education and Health Education - A brief guide



Ages 11-16

If a pupil is removed from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Please note that there is no right to withdraw from Relationships Education or Health Education for any student.

If you are considering taking your child out of RSE lessons within PSHE Education, please consider the following:

- All the other students in your child's class will have been taught this information and may well talk to your child about it and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about sex and reproduction in Science lessons. The RSE in PSHE Education will echo this and will concentrate on teaching young people how to enjoy healthy relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that RSE won't be seen as contentious.
- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE Education. Often, when parents and carers find out what is in the PSHE Education curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning.

What about health education in KS3?

Students are taught about physical health and mental well-being to give them the information that they need to make appropriate decisions about their own health and well-being. It needs to enable them to recognise what is normal and what is a problem in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

A vital part of health education in KS3 is teaching on puberty and this includes menstruation (which follows on from what is taught in primary school). Health education should ensure all students are prepared for changes they and their peers will experience.

In **Jigsaw PSHE**, students will have the opportunity to learn in Health Education...

- About mental well-being, emotions, concerns and when/where to seek help

- About the internet, how to stay safe and what harms exist, including gambling, bullying and advertising
- About physical health and fitness, how to stay well and manage stress, as well as other potential health concerns
- About healthy eating, and what constitutes a balanced and appropriate diet
- About drugs, tobacco and alcohol, the law, the physical risks and dependency
- About protecting health and preventing illness, and the importance of sleep in this
- About basic first aid
- About how bodies change over time, particularly in adolescence

Where can parents/carers get more information?

Parents and carers can speak to their child's head teacher, read the school's RSHE (PSHE) Policy, and find out more information about Jigsaw PSHE through www.jigsawpshe.com. The DfE guidance on Relationships and Sex Education and Health Education is available from

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education