



**Oak Tree
School**

Relationship and Sex Education Policy

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Owner	Andy Boxall

Document History

Version	Comments/amendments	Name	Date
1.0	2014 Issue	Laura Horne	June 2014
2.0	<ul style="list-style-type: none"> Local and national guidance that this policy follows Working with parent/carers including the right to withdraw Sexuality- support for gay, lesbian and bisexual and tackling any homophobic bullying Confidentiality and safeguarding Added the Christopher Winter Curriculum Content and AQA UAS awards. Continuing professional development for staff 	Phil Jacobson	Dec 2017
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5.0	<ul style="list-style-type: none"> The inclusion of Statutory RSHE and Health Education guidance. <p>The inclusion of Jigsaw and Cornwall healthy schools resources.</p>	Phil Jacobson	Sept 2020
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7.0	2022 Issue	Connor Taylor	June 2022
8.0	<p>2023 Issue</p> <ul style="list-style-type: none"> Inclusion of the use of KAPOW Primary as part of the KS1 and KS2 curriculum. 	Ben Gregor	May 2023
9.0	2024 Issue	Ben Gregor	May 2024
10.0	<p>2025 Issue</p> <ul style="list-style-type: none"> Addition of contents page, appendices, use professionals, policy development, parent/ carer right to withdraw, updated statutory requirements. Restructure of document. 	Andy Boxall	May 2025

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1. Introduction

This policy provides us with a framework for meeting statutory requirements and for achieving the school aims of enhancing students' knowledge in Relationship and Sex Education (RSE). The school RSHE Policy aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

We are committed to providing a differentiated, broad and balanced programme of RSE education that will benefit all students and to encouraging pupils to develop an enjoyment of this subject.

This RSE policy provides information about the departments policies, objectives and aims and its work which will be helpful to:

- Teaching Staff in the School
- School Leadership Team (SLT)
- Staff Covering RSHE lessons
- Parents and carers

This policy links closely with school policies on:

- Health and Safety
 - Drugs Education
 - PSHE and Citizenship
 - Science
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- Curriculum
- Behaviour
- Bullying
- Equal Opportunities

1.1 SMSC:

At Oak Tree School we are committed to developing our students Social, Moral, Spiritual and Cultural Education (SMSC). As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate. All staff at Oak Tree School, and visiting speakers, will be regularly reminded that it is inappropriate to share partisan political views with any students or their families. Any breach of this will result in disciplinary action being taken at an appropriate level.

2. To establish an entitlement

Oak Tree School is an SEMH independent day special school for boys and girls. Students will be placed mainly from Cornwall local authority; they all have a statement of Special Educational Need. Through their behavioural and emotional difficulties many have been unable to access an educational curriculum effectively. Therefore, in accordance with the requirements of the National Curriculum we select teaching material from an earlier key stage where it is necessary to enable individual pupils to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupils' age. The RSE curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and willingness to access learning, an entitlement to learning and development of knowledge, understanding, skills and attitudes necessary for self-fulfilment and growth as an active and responsible member of society.

We aim to encourage every pupil to achieve to the best of their ability within an integrated and differentiated programme of study. Opportunities will be given which reflect the requirements of The National Curriculum and QCA guidelines.

No pupils are dis-applied from the requirements of the National Curriculum. It is recognised that we operate within a co-educational school and every effort is made to ensure that the materials used and values implied fully reflect the wider community.

We recognise our responsibility to provide a broad and balanced curriculum for all pupils. We aim to meet the specific needs of individuals and groups of pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs by creating an effective environment, securing their motivation and concentration, using appropriate assessments, setting achievable targets for learning, valuing the contributions of all pupils, providing a secure environment in which they can contribute confidently

3. Mission Statement

Oak Tree School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

4. Policy development

This policy has been written in consultation with the following guidance:

- PSHE Association guidance document (accessed in 2023)
- Sex and Relationship Education Guidance (DfE 0116/2000)
- National Teenage Pregnancy Strategy
- KAPOW Primary curriculum guidance
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- PSHE statutory guidance (September 2020)

The consultation and policy development process will involve the following steps:

1. **Review** – a working group to work together and look all relevant information including relevant national and local guidance including most up-to-date guidance
2. **Staff consultation** – all school staff to be given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties will be invited to attend a meeting about the policy
4. **Pupil consultation** – we will investigate what exactly pupils want from their RSE
5. **Ratification** – once amendments have been suggested and any edits made, the policy will be shared with governors, lead for RSE at OFG and/or Senior leadership and ratified before publishing the September 2025 RSE policy update.

5. What is RSE?

Relationship and Sex Education is a lifelong learning process about physical, moral and emotional development. It is about the understanding of and the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. RSE has three main elements:

1. Attitudes and values
 - Learning about the importance of values and individual conscience and moral considerations
 - Learning the value of family life, marriage and stable and loving relationships for the nurture of children
 - Learning the value of respect, love and care
 - Exploring, considering and understanding moral dilemmas
 - Developing critical thinking as part of decision making
2. Personal and social skills
 - Learning to manage emotions and relationships confidently and sensitively
 - Developing self-respect and empathy for others
 - Learning to make choices based on an understanding of difference and with an absence of prejudice
 - Developing an appreciation of the consequences of choices made
 - Managing conflict
 - Learning how to recognise and avoid exploitation and abuse
3. Knowledge and understanding
 - Learning and understanding physical development at appropriate stages

- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- The avoidance of unplanned pregnancy

6. Aims of RSE

At Oak Tree school we want our pupils to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality, gender identity and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support students to make safe choices and safeguard themselves against risk by recognising unhealthy relationships, youth produced sexual images (YPSI), sexual harassment and sexual violence and understanding how to report these effectively.
- Teaching will be personalised in the approach taken to meeting student's needs and learning styles

We want our pupils to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future
- decide on values by which they want to live their lives

7. Curriculum

Relationship and Sex Education will predominantly be delivered through timetabled PSHE lessons, as well as aspects being taught through science. The majority of KS1 and KS2 will follow KAPOW online and the majority of KS3 and KS4/5 will follow JIGSAW online. Both these resources remain up to date with the most current statutory guidance and within their PSHE lessons; they cover the necessary RSE content. Some pupils may still study units below their key stage to match their individual needs, and in accordance with personal development and EHCP targets. In the case that there is a need for pupils to cover material ahead of their chronological age recommendations and science lessons, prior permission will be sought from parent or carer.

Our supplementary curriculum for RSE includes the following:

- ASDAN PSHE short course
- AQA UAS awards
- Hanna Toms- Relationship & Sex Educator (class or individual referrals)
- PSHE interventions with Andy Boxall
- Votes for Schools
- PSHE association resources
- Brook resources available online
- Special guests – yearly visit by ADA

- School assemblies

Our main block of curriculum (Kapow and Jigsaw) is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary. The curriculum will go through consultation with parents, pupils and staff, considering the age, needs and feelings of pupils.

Currently, if pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online; this may involve asking for parental/carer permission beforehand as mentioned above.

Primary sex education will focus on:

- Preparing all students regardless of gender for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1 and 2

In Key Stage Four, pupils will also be working on tasks from the ASDAN Short course in PSHE to allow them the opportunity to accredit the work they complete in the above areas. The following modules will be covered:

- Keeping healthy
- Social relationships
- Wellbeing
- Intimate Relationships
- Becoming a parent

During this Key Stage pupils will also be working on tasks from the Pearson BTEC Level 1 Personal Growth and Wellbeing. Focusing on the 4 units listed below through their year 10 and 11 study program:

- Unit 1 – Improving physical health and wellbeing
- Unit 2 – Understanding emotional wellbeing
- Unit 3 – Understanding the role of relationships in social health and wellbeing
- Unit 4 – Understand sexual health and wellbeing

8. Delivery of RSE

A range of teaching strategies will be used as appropriate. These will include:

- Circle time
- role-play
- discussion – whole class, small group, 1:1
- visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behavior of characters, creative activities, and pupil-initiated activities

The curriculum will be delivered through the following ways

There are weekly timetabled PSHE lessons that will be the main source of delivery of RSHE at Development/Transitional Stage and specific events and activities, as well as through other subjects. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

External professionals that work in collaboration with school may be used to help facilitate certain situations with students providing the specialist knowledge needed to address current themes.

8.1 Cross Curricular links

Links are made with RSHE in other curriculum areas as appropriate e.g. PSHE and Science planning. Also, in whole school events such as Anti Bullying Week and organised charity events.

8.2 Equal Opportunities

All pupils have equal access to the RSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the pupils and will not reflect gender or cultural stereotypes and are monitored annually to ensure that sensitivity.

8.3 Approaches to teaching and learning in RSHE

In keeping with the whole school Teaching and Learning policy, learning objectives are used to provide teaching and learning focus and direction. Lessons are well paced, promoting interest and engaging pupils. Pupil contributions are encouraged and expected, providing an interactive and collaborative learning environment. Before completing any unit of work in RSHE, ground rules will be set and reinforced with the group.

We are committed to good RSHE teaching which leads to effective learning and believe that this is rooted:

- in good understanding of the subject
- in high expectations
- and in methods of teaching that cater well for all pupils in the class

8.4 Guidelines for Pupils

- All Pupils are encouraged to take part in RSHE lessons
- Pupils should arrive on time and be ready to start work
- All equipment needed for the lesson will be provided by the teacher and teaching assistant
- Pupils should work to their full ability for the duration of the lesson
- Pupils requiring extra support during the lesson should ask either the teacher or teaching assistant and wait patiently until they can help

8.5 Strategies for Special Educational Needs

All pupils attending Oak Tree School have emotional, social and/or behavioural difficulties that have proven too severe to have been successfully addressed within mainstream schools. Many of the pupils also have additional learning difficulties, speech and language difficulties, sensory impairments and/or physical difficulties to varying degrees (**see SEND policy**).

In the teaching of RSE, it is recognised that all pupils are different, in needs, abilities and learning styles and may develop at much slower or faster rates than others. It is our intention to:

- Recognise and address individual needs in planning (considering pupils with IEPs)
- Provide the opportunity for all students to fulfil their potential; specifically, by providing differentiated resources and learning objectives
- Take account of the long-term development of each pupil throughout and into the next key stage (target setting)
- Allow movement of individual pupils between groups/classes as and when necessary

It is therefore our philosophy to recognise individual needs. Lesson activities and work set must reflect the different needs of the individual. Depending on resource availability, the support given includes differentiated activities through extra adult support, adjusting of pacing and expected performance, questions graded to target a wide range of ability levels during the exercises and discussions. We also use peer support, and practical work in pairs or small groups.

Depending on the nature of the activity pupils will work:

- As individuals
- Paired with another pupil
- With Teaching Assistant (TA) support
- With their class or Key Stage

8.6 Gifted and Talented

Pupils will be identified as Gifted and Talented by their class teachers and teaching assistants. These pupils will be set more challenging work to push their knowledge and abilities so they can reach their full potential. These pupils may also be offered extra work in the form of homework or lunchtime and after school sessions.

8.7 Sexuality

We know that statistically some pupils currently do or will go on to define themselves as gay, lesbian or bi-sexual. Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. If necessary, there will be additional support for the needs of GLB students through the therapy team. We shall also actively tackle homophobic bullying. Our Anti-bullying policy sets out the approach, prevention and procedures towards bullying including homophobic bullying.

We aim to deal sensitively with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that SRE is relevant to them.

8.8 Types of assessment

Teacher assessment is a continuous process from lesson to lesson with each teacher monitoring the progress of their pupils giving feedback to pupils to allow them to reflect on what they have achieved during the lesson/topic. In addition, Assessment for Learning is used to enhance pupil's knowledge and ability to self-assess. Pupils are actively encouraged to self and peer assess work.

Formative assessment is used to support pupil learning, where the teacher shares learning intentions and success criteria more systematically and more effectively with students, and where students are able and willing to take responsibility for self and peer assessment.

Summative assessment is used at regular intervals to check pupil's learning of a particular topic or at a particular time interval. For instance, end of unit/module tests. These assessments will be updated on Classroom Monitor.

These assessments allow staff to form an accurate National Curriculum level that is then used in their planning.

8.9 Recording

Assessment is recorded using Solar by class teachers and is used to plan future lessons and to show progression. Evidence of pupil marked work is referenced to the planning and Solar targets to show

pupil progression and achieving targets. Internal test results and external exam results are recorded by teachers and then analysed. This analysis is published and provided to SLT for further consultation.

8.10 Reporting

Interim Reports and Annual Review Reports are completed for all pupils. Reports cover what pupils have achieved, areas where they may have struggled to meet expectations and future targets for the pupil to develop further in the subject.

All staff who teach PSHE and Citizenship are responsible for reporting on the pupils that they teach. Information inputted in Solar will be used to create pupils reports to be shared at Annual Reviews and half termly reports sent to parents and carers.

8.11 Marking and Evidence

Work is marked on a regular basis with emphasis on effort and targets for improvement. Pupil work is marked in line with the School Marking Policy. Pupils are encouraged to self and peer mark work and guidance is given to pupils on how work can be improved.

See Marking and Presentation Policy

Evidence of pupil progress is captured and referenced on Solar.

8.12 Monitoring, Evaluation and Review

See Monitoring and Evaluation Policy

Monitoring and Evaluation is intended to help improve the quality of education provided and the standards achieved within PSHE and Citizenship by all pupils. In order to monitor and evaluate teaching, learning and pupil progress we gather evidence to help us make judgements about the quality provided.

All teaching staff are observed regularly by peers and line managers as part of the on-going monitoring and evaluation process. Teaching quality is improved and refined by providing constructive feedback and sharing best practice in order to modify practice where necessary, ensuring a high quality of teaching and learning.

8.13 Learning resources

We encourage the use of a wide range of resources to enrich students learning. These include children's and teacher's books, DVDs, music and artefacts. We try to ensure RSHE is a lively, stimulating subject which engages all students.

8.14 RSE and the use of ICT

RSE can make an important contribution to student's use of ICT by: -

- Helping them make effective use of the internet to investigate and learn from different countries beliefs, culture, language and lifestyle
- Use e-mail and video conferencing to collaborate with other schools in different locations and particularly international settings

- Use multimedia and presentation software to communicate their own ideas and demonstrate their understanding

9. Statutory Guidance

With our KS1 and KS2 pupils we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We follow the statutory requirements set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education from Department of Education, 2019 and Keeping Children Safe in Education 2023.

At Oak Tree School we teach RSE as set out in this policy. With our primary, secondary aged and post-16 pupils we provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the statutory requirements set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education from Department of Education, 2019 and Keeping Children Safe in Education 2022.

2024 update: [Age limits introduced to protect children in RSHE - GOV.UK](#).

The Department for Education published draft revised guidance on RSE and health education on 16 May 2024. The draft guidance proposes changes to the existing guidance, introducing age limits on the teaching of some issues, and prohibiting teaching about the concept of gender identity. The draft guidance also emphasises the right of parents to see materials used in teaching.

A consultation on the revised guidance was open until 11 July 2024. The new government have not yet published a response.

Here, at Oak Tree School we value PSHE to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use resources from Healthy Schools Cornwall, Jigsaws; the mindful approach to PSHE, and KAPOW Primary RSE + PSHE as part of our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSHE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSHE and Health Education requirements for all Key Stage 3 & 4 students. KAPOW Primary ensures through RSE & PSHE statutory guidance mapping documents that RSE is delivered to the statutory standards.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Key Stage 1

- Humans, move, feed, grow, use their senses and reproduce

- To recognise and compare the main external parts of the bodies of humans
- Humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity
- Can identify feeling and describe how different emotions feel.
- Can describe different ways to cope with uncomfortable feelings and understand why this is important.
- Know how to be assertive.
- Can explore messages from media and decide if they are helpful or harmful.
- Know different strategies to use if I make a mistake.

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle
- Develop an understanding of family
- Learn how to take responsibility for certain areas of your own health
- Explore the changes that can happen during puberty

Key Stage 3

- That fertilisation in humans...is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4/5

- The way in which hormonal control occurs, including the effects of sex hormones
- Some of the medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

10. Roles and responsibilities

10.1 The governing board

The governing board has delegated the approval of this policy to Tracy McEwen

10.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

10.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of Faculty for Personal Development or HTO or RSE external specialist.

Andy Boxall will oversee the day-to-day planning and delivery of the RSE curriculum under the

direction of the Senior Leadership Team (SLT). Other teaching staff will be supported to deliver the RSE curriculum as per the school plans and schedule, including teachers, tutors and learning support assistants.

10.4 Pupils

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

11. Working with Parent/Carers

Parent/carers are the key people in teaching their children about sex and relationships. They maintain the culture and ethos of the family, help their children cope with the emotional and physical aspects of growing up and prepare them for the challenges and responsibilities that sexual maturity brings.

It is essential that Oak Tree School seeks to work in partnership with parent/carers, consulting them regularly on their RSE programme and encouraging their involvement in the determination of it. Parent/carers need to know that Oak Tree School's RSE programme will complement and support their role as parent/carers. Parent/carers may need to be reassured that teachers' personal beliefs and attitudes will not influence Oak Tree's RSE programme and that all those contributing to RSE are expected to work within its values framework as described in the policy.

11.1 Parent and carers' right to withdraw

Parents are encouraged to discuss their decisions with staff at the earliest opportunity and are welcome to review any RSE resources the school may use. Parents may phone the school, write a letter, reply via parent app or visit the school to withdraw their child from sex and relationship education. See appendix 3 for our right to withdraw template.

For pupils in KS1/2:

No right to withdraw from Relationships Education or Health education (this includes puberty); Can withdraw from any aspect of Sex Education (other than that taught in National Curriculum Science).

For students in KS3/4/5:

There's no right to withdraw from Relationships education or Health education (this includes puberty); Parents can withdraw their child from any aspect of Sex Education (other than that taught in National Curriculum Science), up to and until three terms before the age of 16. After that point, students can 'opt in'.

The DfE (2019) Relationships Education, Relationships and Sex Education and Health Education guidance does not stipulate which parts of the content are classified as Relationships Education and which is Sex Education. However, the DfE is clear that parents can only withdraw their children from elements of Sex Education, so for any teaching that the school considers falling within Relationships Education, then parental right to withdraw does not apply. Generally, based on the DfE's Relationships Education, Relationships and Sex Education and Health Education guidance, many schools determine that much of the section, 'Intimate and sexual relationships, including sexual health' provides the bulk of Sex Education and other areas are mostly Relationships and Health Education.

Useful link:

[National curriculum in England: science programmes of study - GOV.UK](#)

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

11.2 Parents Right to View Resources

Following an announcement from Secretary of State for Education on March 2023, parents have the right to view the resources that will be used to teach their children in school. This is to ensure that students can continue these supportive conversations at home.

Parents will be invited to view resources via presentations or parent portal. If parents are unable to view them via these platforms, they have the option to request these in printed form, although would be encouraged to view via the online platforms to ensure that they are viewed in context. This enables parents to best support students at home with their learning.

12. Confidentiality and Safeguarding

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in several ways. Staff may be approached for help on an individual basis and through the tutorial system. They offer a listening ear and, where appropriate, information and advice.

Where appropriate, students are referred to the school therapy team and outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people promoting their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection and safeguarding procedures must be followed when any disclosures are made (see our Safeguarding Policy).

Young people under the age of 13:

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead, Michelle Pascoe and follow the Safeguarding Policy.

Young people between 13–16

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Consideration should be given in every case of sexual activity involving 13-15 as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required. Professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

13. Continuing Professional Development for Staff

As part of staff's continuing professional development, the school offers a variety of compulsory and voluntary training throughout the year which includes:

- Brook Training including other support agencies available.
- C-Card
- Safeguarding
- Chlamydia Screening
- Shield Training
- RSE for SEN
- RSE for Carers and Parents

Appendix 1. Curriculum map for KS1 and KS2 PSHE/RSE (KAPOW)



RSE & PSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> Introduction to RSE What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy Friendships 	<ul style="list-style-type: none"> Introduction to RSE Families offer stability and love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change 	<ul style="list-style-type: none"> Introduction to RSE Healthy families Friendships - conflict Effective communication Learning who to trust Respecting differences Stereotyping 	<ul style="list-style-type: none"> Introduction to RSE Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change 	<ul style="list-style-type: none"> Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying 	<ul style="list-style-type: none"> Introduction to RSE Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change
Safety and the changing body	<ul style="list-style-type: none"> Getting lost Making a call to the emergency services Asking for help Appropriate contact Medication Safety at home People who help to keep us safe 	<ul style="list-style-type: none"> The Internet Communicating online Secrets and surprises Appropriate contact Road safety Drug education 	<ul style="list-style-type: none"> Basic first aid Communicating safely online Online safety Fake emails Drugs, alcohol & tobacco Keeping safe out and about 	<ul style="list-style-type: none"> Online restrictions Share aware Basic first aid Privacy and secrecy Consuming information online The changing adolescent body (puberty) 	<ul style="list-style-type: none"> Online friendships Identifying online dangers The changing adolescent body (puberty, including menstruation) First aid Drug education 	<ul style="list-style-type: none"> Drugs alcohol & tobacco First aid Critical digital consumers Social media The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> Wonderful me What am I like? Ready for bed Relaxation Hand washing & personal hygiene Sun safety Allergies People who help us stay healthy 	<ul style="list-style-type: none"> Experiencing different emotions Being active Relaxation Steps to success Growth mindset Healthy diet Dental health 	<ul style="list-style-type: none"> My healthy diary Relaxation Who am I? My superpowers Breaking down barriers Dental health 	<ul style="list-style-type: none"> Diet and dental health Visualisation Celebrating mistakes Going for goals Taking responsibility for my feelings Emotions Mental health 	<ul style="list-style-type: none"> Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety 	<ul style="list-style-type: none"> What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immunisation Health concerns Creating habits The effects of technology on health

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion 	<p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> Local councillors 	<p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament 	<p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school 	<p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs 	<p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers 	<p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me 	<p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace 	<p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes
Transition Identity	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
						<ul style="list-style-type: none"> What is identity Identity and body image

Appendix 2: Curriculum map for KS3 and KS4 PSHE/RSE (JIGSAW)

Snapshot Jigsaw PSHE 11-16



(Updated August 2024)

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

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, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, 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, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	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	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, 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, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child 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	Misconceptions 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, mental health first aid	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, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self-expression, influences, body image
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child 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, GDPR, managing screentime, sharing/enhancing of images, managing different types of relationships	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health	Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of 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, pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours	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, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport
Year 11 (15-16)	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career, finances, budgeting, borrowing. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF. Contraceptives and sexual health. Pregnancy choices including adoption, abortion, bringing up a baby. Health choices, mental, physical, sexual health	Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms. Staying true to yourself in a relationship	

Appendix 3: 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/ signature	carer		
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussions with parents	Include notes. E.g. 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.		