



**Buckingham Park**  
Church of England Primary School  
Excellence, through God who strengthens us

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# School Policy Document

## Relationships and Sex Education Policy

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## 1. Aims and expectations

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. Buckingham Park Church of England Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same.
- 1.3. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and feel well prepared and educated for the next phase of their education.
- 1.4. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below:

We are kind, helpful and polite  
We do our best  
We are honest  
We share  
We are peacemakers  
We forgive others  
We take care of everything, and everyone

- 1.5. The school expects every member of the school community to behave in a considerate way towards others and by following these set of values.

## **2. Context**

- 2.1. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and
  - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **3. PSHE**

- 3.1. At Buckingham Park School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.
- 3.2. We do this through the Jigsaw Programme - this offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.  
The overview of the programme can be seen on the school website and in the PSHE policy.
- 3.3. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## **4. Definitions**

- 4.1. For the purpose of this policy, relationships and sex education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices

## **5. Statutory Relationships and Health Education**

- 5.1. "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." *DfE Guidance p.8*
- 5.2. Here, at Buckingham Park School we value PSHE as one way to support children's 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.
- 5.3. We include the statutory Relationships and Health Education within our whole-school PSHE Programme, although have separate policies to cover each of these.
- 5.4. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

## 6. Curriculum organisation and content

6.1. Our relationships, health and sex education curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the DfE, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as pupils progress through school.

6.2. The tables below have been taken from the DfE statutory guidance document, and provide an overview of the required learning for relationships and health education throughout primary years (Yr R to Yr 6)

The guidance states that, by the end of primary school:

Relationships Education		
	Pupils should know...	How Jigsaw provides the solution
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Being Me in My World</li> </ul>

	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>

<b>Health Education</b>		
	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Changing Me</li> <li>Healthy Me</li> </ul>

## 7. Online and social media

- 7.1. Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RSE should encourage pupils to think about what they want others to know and see about them – whether on or offline. Teachers should address the core issues of safety, privacy, peer influence and personal responsibility. Internet safety is included in the new computing curriculum, but doesn't cover the important relationship aspects, so it is vital to coordinate with colleagues responsible for the computing curriculum to ensure there is no unhelpful duplication or contradictory messages.
- 7.2. Staff will never guide children to independently research the answers to questions related to Sex and Relationships education, but rather guide them to other adults, or lessons, which may be able to support this.
- 7.3. 'Sexting' and other self-made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility. 'Sexting' is a term used by adults, referring to sexual content and images sent by mobile phones. Specific work about 'sexting' should be addressed in RSE as soon as it is identified as a potential issue. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

## **8. Sex Education**

- 8.1. The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals. Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow.

## **9. Non-statutory Sex Education**

- 9.1. Buckingham Park wants to ensure that the children have the best education in all areas including sex education and have followed the government recommendations in our approach to teaching sex education.
- 9.2. To support teachers in delivering our sex education curriculum, the school uses an adapted version of the Jigsaw SRE programme of study. This consists of a half term of age appropriate lessons for each year group, starting in Nursery and ending in Year Six.
- 9.3. These lessons include topics such as health and self-care in Reception to puberty and reproduction in Year Six.
- 9.4. We feel that part of our duty in preparing children for the next phase of their education, involves accurate, direct and age-appropriate teaching of human sexuality, puberty and the reproductive process. We also believe in the opportunity for children to use the correct scientific terminology and vocabulary as they develop through the school.
- 9.5. It is important that this sensitive content is delivered in a confidential, secure and comfortable space for the children. We also believe that by including this in the weekly PSHE sessions the children experience, minimises the stigma and normalises this conversation.
- 9.6. All of our teaching staff are trained teachers and therefore we feel, are suitably qualified to teach these topics, and respond sensitively to issues that may arise.



9.7. At times, children’s questioning may lead the topic of discussion away from the covered objective. Where this is age appropriate, staff may make decisions to answer these questions. If they do this, they will keep the answer simple and factual. If the topic is not suitable for the taught session, then staff will advise the children where they could find the answer i.e. in later year group or by speaking to a parent/carer at home. Questions will be taken anonymously through a question box in the classroom to allow all children to access this.

9.8. An overview of the curriculum content for each year group is outlined below. This relates to the content of the ‘Changing Me’ section of our Jigsaw scheme of work, adapted to suit the needs of Buckingham Park School:

<b>Non-Statutory Sex Education</b>		
<b>Year Group</b>	<b>Lesson Objectives</b>	<b>Key Vocabulary</b>
<b>Nursery</b>	I can name parts of the body I understand that we all grow from babies to adults	Basic body parts (non-sexual) Grow, change, old, young
<b>Reception</b>	I can name parts of the body I understand that we all grow from babies to adults	Basic body parts (non-sexual) Grow, change, old, young
<b>Year One</b>	I can tell you some things about me that have changed and some things about me that have stayed the same know how my body has changed since I was a baby Boys’ and Girls’ Bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these.	Male, Female, Penis, Vagina
<b>Year Two</b>	I can tell you some things about me that have changed and some things about me that have stayed the same know how my body has changed since I was a baby Boys’ and Girls’ Bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these:	Male, Female, Vagina, Penis, Testicles, Vulva, Breasts
<b>Year Three</b>	Changing Me: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old Boys’ and Girls’ bodies: I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some of the parts of my body are private.	Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Breasts, Public, Private
<b>Year Four</b>	Babies: I understand that in animals and humans, lots of changes happen between conception and growing up and that it is usually the female who has the baby. I understand how babies grow and develop in the mother’s uterus I understand what a baby needs to live and grow Body changes: I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make	Birth, Animals, Babies, Mother, Growing up, Uterus, Womb, Change, Puberty, Control, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/ Ova, Womb/ Uterus, Vagina

	<p>babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p>	
<b>Year Five</b>	<p>Unique Me: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>Having a Baby: I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>Girls and Puberty: I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>	<p>Sperm, Egg/Ovum, Penis, Testicles, Vagina/Vulva, Womb/Uterus, Ovaries, Making love, Having sex, Sexual Intercourse, Fertilise, Conception, Puberty, Menstruation, Periods</p>
<b>Year Six</b>	<p>Puberty: I can explain how a girl's and a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>Conception: I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes, people need IVF to help them have a baby</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>Boyfriends and Girlfriends: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend.</p>	<p>Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina Oestrogen, Vulva, Womb/Uterus, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF)</p>

## 10. The right to be withdrawn

- 10.1. As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education curriculum. N.B. this right to be withdrawn does not apply to relationships education or health education, which are statutory requirements and will be taught as per the DfE outlines.
- 10.2. Any requests to be withdrawn from non-statutory sex education must be made in writing to the Headteacher at the earliest opportunity. Any such request will automatically be granted, but the Headteacher will request to meet with the parent/carer to discuss their request, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include a conversation with the pupil.
- 10.3. The Headteacher will also discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, possible social and emotional effects of being excluded. The Headteacher will keep a written

record of the discussion, and will ensure that the pupil receives appropriate alternative education during the delivery of non-statutory sex education.

## **11. Sexual Orientation**

- 11.1. Buckingham Park recognise that within society there are a range of views with regard to homosexuality and homophobic, transphobic and biphobic (HTB) abuse. Regardless of this, prejudice, victimisation and the use of homosexual and HTB slang as a form of abuse are contrary to our schools' values and will be actively discouraged. Explicit and implicit homophobia in schools has a negative impact on the attendance and attainment of LGBT young people and schools will take a whole school approach to addressing prejudicial behaviour and attitudes that do not fit with our ethos of diversity and inclusivity.
- 11.2. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Our teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

## **12. Menstruation**

- 12.1. The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. As with education about puberty our schools' programmes will include preparation for menstruation making adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary products.

## **13. Morals and Morality**

- 13.1. Morals and morality are essential dimensions of sexuality and relationships. The programme will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.

## **14. Curriculum delivery**

- 14.1. The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing and ICT lessons.
- 14.2. In each year group, appropriate resources, including diagrams, videos, books and games, will be used to assist learning, alongside discussion and practical activities.
- 14.3. At the discretion of the headteacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. For the most part, the information is non-gender specific and therefore will be taught in the children's usual class groups to maintain consistency.
- 14.4. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole-class settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

## **15. Equality**

- 15.1. We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.
- 15.2. We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND.
- 15.3. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves. This may include discussion around same-sex relationships, the LGBTQ community and transgender.

## **16. Confidentiality**

- 16.1. Confidentiality within the classroom is an important component of relationships, health and sex education, and teachers will respect the confidentiality of their pupils as far as is possible.
- 16.2. They will, however, report any concerns or disclosures that indicate potential abuse to the Designated Safeguarding Lead as per the school's Safeguarding and Child Protection policy. Pupils will be informed of the school's responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns that they share.

## **17. Linked Documents**

- 17.1. Our RSE policy is informed by existing DfE guidance:
  - Keeping Children Safe in Education (statutory guidance)
  - Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
  - Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
  - Equality Act 2010 and schools
  - SEND code of practice: 0 to 25 years (statutory guidance)
  - Alternative Provision (statutory guidance)
  - Mental Health and Behaviour in Schools (advice for schools)
  - Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
  - Sexual violence and sexual harassment between children in schools (advice for schools)
  - The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
  - Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
  - SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

17.2. It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019). The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study for PSHE.

## **18. Monitoring and review**

18.1. This policy will be monitored by the Headteacher and Local Governing Body.

18.2. This policy will be reviewed every two years. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.