



Relationship Education: Relationships, Sex & Health Education Policy

A Whole-School Policy including the EYFS

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| Responsible: | Michael Matthews (Deputy Head (Pastoral), DSL) |
| Approved by: | Fergus Llewellyn (Headmaster, DDSL) |
| Implemented: | December 2021 |
| Next review: | December 2025 |
| Reviewed annually or with government change. | |

1. Introduction

Cumnor recognises its responsibility to promote positive relationships amongst its pupils, to help pupils understand the world in which they are growing up and to prepare pupils for the opportunities, responsibilities and experiences of adolescent and adult life. Cumnor seeks to provide a safe and stimulating environment which will enable pupils to learn about spiritual, moral, cultural, mental, physical and emotional development.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-confidence. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. Relationships Education - Primary

The aim of Relationships Education is to teach pupils the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. The principles of positive relationships also apply in the online world. The statutory curriculum content for Primary Relationships Education is delivered through our Wellbeing curriculum using the Jigsaw PSHE scheme of work. A compliance framework of this scheme can be found via the hyperlink at the end of this document.

3. Relationships and Sex Education - Secondary

The aim of Relationships and Sex Education is to give young people the age-appropriate information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The statutory curriculum content for Secondary Relationships and Sex Education can be found here:

[Government RSE Statutory Guidance](#)

As per the statutory guidance, this content needs to be covered during a pupil's time in secondary education. At Cumnor, we educate pupils for the first two of these years and therefore we will only cover those areas of the curriculum that are age and developmentally appropriate. See Section 5 below.

This is primarily covered through weekly Wellbeing lessons using the #iWonder curriculum.

4. Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

The statutory curriculum content for primary Physical Health and Mental Wellbeing Education can be found in the secondary content here:

[Government RSE Statutory Guidance](#)

5. Delivery of the RSE and Health programme including delivery to pupils with Special Educational Needs and Disabilities (SEND)

Relationship Education and Relationships, Sex & Health Education must be accessible to all pupils. The programme should also be mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Delivery of the programme as outlined in the contents will be via classroom teaching, predominantly in PSHE and Wellbeing but certain areas will also be covered in Science, PE and R&P, through assemblies, talks, pupil committees, the awarding of pupils' responsibilities and via displays around the school. Any use of visitors will be used to enhance teaching and not be used as a replacement for it. The delivery of all aspects of this curriculum will be age-appropriate. This is vital as the topics will be covered again as pupils move on to their senior school.

At Cumnor, we deliver Relationships, Sex & Health Education using the Jigsaw PSHE scheme of work. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited.

Jigsaw PSHE model covers all aspects of the Programme of Study, as well as all of the new statutory Relationships and Health education content for Key Stage 2 and lower Key Stage 3; the aspects of the Key Stage 3 curriculum more suitable for Year 9 pupils are not included.

The Jigsaw PSHE provides quality-assured teaching resources that are age-appropriate and tailored to the topic of study. These will be made available to all teaching staff via an online platform.

6. Monitoring and Evaluation

The Head of PSHE will lead Relationship Education and Relationships, Sex & Health Education throughout the school. Regular meetings will be held to ensure that all teachers involved in teaching aspects of RSE are confident in their delivery and have appropriate training when required. The Head of Wellbeing will monitor delivery in both a formal and informal sense as per the requirements set out in the Head of Department job description.

Teachers will critically reflect on their work in delivering RSE through regular dialogue with other staff, the Head of PSHE and through the progress being made by the pupils. Pupils will have

opportunities to review and reflect on their work during lessons. Pupil voice will be influential in adapting and amending planned learning activities as feedback is gathered during lessons.

7. Working with Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Cumnor will work closely with parents when planning and delivering these subjects. The School will ensure that parents know what will be taught and when and that they are given every opportunity to understand the purpose and content of Relationships Education and Relationship and Sex Education. The School will clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Whilst parents will not be able to withdraw their child from relationships education, parents will be able to request withdrawal of their child from primary age group classes which address sex education i.e. those that do not sit within the relationships' education delivery. The Headmaster will automatically grant a request to withdraw a pupil from any sex education delivered at the primary age range i.e. Years 3, 4, 5 and 6, other than those parts of the science curriculum.

Before granting any request for withdrawal in Years 7 and 8, it would be appropriate for the Headmaster to discuss the request with the parent. This discussion should include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once those discussions have taken place, the school will respect the parental request. Requests for withdrawal should be put in writing and addressed to the Headmaster.

8. Religion and Belief

The religious background of all pupils must be considered when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Cumnor will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

9. Equality

Cumnor is required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for in The Equality Act 2010 and school's advice.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected

characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual harassment.

Relationships Education – Jigsaw RSHE Framework: Subject Content in Wellbeing Curriculum

JIGSAW PSHE RSE COMPLIANCE DOCUMENT (KS 1&2)

[RSHE YR-6 Jigsaw Framework.pdf](#)

JIGSAW PSHE RSE COMPLIANCE DOCUMENT (KS 3)

[RSHE Y7&8 Jigsaw Framework.pdf](#)

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