



Cloudside Academy
A L.E.A.D. Academy

Cloudside Academy RSE Policy

Date reviewed September 2021

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

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

At Cloudside Academy we teach RSE as set out in this policy.

1. Cloudside Academy – Statement of Intent for RSE

At Cloudside Academy, we want our children to develop a love of learning and to be curious about the world around them. This will enable them to be resilient, independent and life-long learners with skills that they can apply both within their time in education and beyond. We want children to enjoy learning about Personal, Social, Health Education (PSHE) and Relationship and Sex Education (RSE) and develop a sense of how important it is, how it relates to their everyday lives and their role within it. They should be able to develop their own questions and interests and express their ideas clearly and confidently. They will also develop the ability to problem solve and work cooperatively by building and sharing their experiences and knowledge with others and to support each other regardless of their background to become effective communicators.

Intent

At Cloudside Academy, we want to support our children to embrace the challenges of creating a happy and successful adult life; our children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our children will also be able to 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. Relationship and Sex Education can support our children to develop resilience, to know how and when to ask for help, and to know where to access support.

Implementation

RSE and health education is mandatory from September 2020. Relationships education at primary school is now compulsory because it puts in place the building blocks needed for positive and safe relationships of all kinds. Children and young people are growing up in a world of increasing complex and living their lives seamlessly on and offline. This can of course cause challenges and risks and is therefore important to teach children and young people how to stay safe and healthy, as well as how to manage their academic, personal and social lives in a positive way.

Sex education is not compulsory however, it is recommended that schools teach it within the curriculum, beyond the existing national curriculum for science. If taught, sex education should be tailored to the age, physical and emotional maturity of pupils within the school. If parents or carers have concerns, they have the right to withdraw their child from sex education lessons that go beyond the national curriculum for science.

At Cloudside Academy we ensure quality and systematic coverage of RSE throughout all year groups by following the Jigsaw Scheme. This gives all our pupils the opportunity to enhance their spiritual, moral, cultural, mental and physical development in a safe and supportive environment. Cloudside Academy considers RSE an integral part of the PSHE curriculum, and is linked to Science, PE and ICT.

The aims of relationships and sex education (RSE) at our school are 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 and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Definition

RSE is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

At Cloudside Academy, we will teach RSE through the Jigsaw Scheme in PSHE lessons, through the Science curriculum and as part of the academy's assembly and pastoral programme as appropriate. These curricula will ensure coverage of the following core elements:

1. Knowledge and Understanding including: emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. Personal and Social Skills including: talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line.

3. Attitudes and Values including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality

RSE is not about the promotion of sexual activity.

What is Jigsaw?

Jigsaw PSHE offers a comprehensive programme for Primary PSHE including the statutory Relationships and Health Education, in a spiral and progressive scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. We address the RSE curriculum through Jigsaw.

Impact

During PSHE lessons at Cloudside Academy we strive to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, worth of others, work well with others, debate and question ideologies and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Jigsaw PSHE will support the highest possible quality of teaching and learning across the school and allow for the development of the skills, attitudes, values and behaviour, which enable pupils to:

- To have the confidence, empathy, self-respect and self-esteem to value themselves and others
- To understand about a range of relationships, including the importance of family for the care and support of children
- To be able to name parts of the body and describe how their bodies work
- To know and use the correct vocabulary when describing themselves
- To be prepared for puberty
- To make informed decisions and act on them but understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses
- To create a positive culture around issues of sexuality and relationships
- To have a sense of purpose

- To be able to communicate effectively with others expressing their own views but also considering those of others
- To be able to work effectively with others
- To respond positively to challenges and show a growth mindset
- To be an active partner in their own learning
- To be active citizens within the local community
- To explore issues related to living in a democratic society
- To become healthy and fulfilled individuals

2. Teaching and Learning

Jigsaw covers all areas of PSHE and RSE for the primary phase. The table below shows the RSE side of the PSHE curriculum, which is covered during the summer term:

Year group	Summer 1 Relationships	Summer 2 Changing me
Year 3	<ol style="list-style-type: none"> 1. Family roles and responsibilities 2. Friendship 3. Keeping myself safe online 4. Being a global citizen 1 5. Being a global citizens 2 6. Celebrating my web of relationships. 	<ol style="list-style-type: none"> 1. How babies grow 2. Babies 3. Outside body changes 4. Inside body changes 5. Family stereotypes 6. Looking ahead
Year 4	<ol style="list-style-type: none"> 1. Relationship web 2. Love and loss 3. Memories 4. Are animals special? 5. Special pets 6. Celebrating my relationships with people and animals 	<ol style="list-style-type: none"> 1. Unique me 2. Having a baby 3. Girls and puberty 4. Circles of change 5. Accepting change 6. Looking ahead
Year 5	<ol style="list-style-type: none"> 1. Recognising me 2. Safety with online communities 3. Being in an online community 4. Online gaming 5. My relationship with technology: screen time 6. Relationships and technology 	<ol style="list-style-type: none"> 1. Self and body image 2. Puberty for girls 3. Puberty for boys 4. Conception 5. Looking ahead 1 6. Looking ahead 2
Year 6	<ol style="list-style-type: none"> 1. What is mental health? 2. My mental health 3. Love and loss 4. Power and control 5. Being online: Real or fake? Safe or unsafe? 6. Using technology responsibly 	<ol style="list-style-type: none"> 1. My self image 2. Puberty- Girl talk/ boy talk 3. Babies- Conception to birth 4. Boyfriends and Girlfriends 5. Real self and ideal self 6. Transition to secondary school

Jigsaw brings together PSHE and RSE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non- statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

3. Assessment and Monitoring

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence for assessment. The assessment will be completed for each of the topics from terms 2-6 through the non-core assessment sheets. Teachers will select children that have exceeded the objectives, met the objectives or are working towards the objectives. Each Puzzle has a set of three level descriptors for each year group:

Working towards Working at Working beyond

Teachers will select children that are working beyond, working at or are working towards the objectives.

By the end of Primary school:

<p><u>Families and people who care for me</u></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ~ that families are important for children growing up because they can give love, security and stability. ~ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ~ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should
--	--

	<p>respect those differences and know that other children’s families are also characterised by love and care.</p> <p>~ 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.</p> <p>~ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>~ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
<u>Caring relationships</u>	<p>Pupils should know:</p> <p>~ how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>~ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>~ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>~ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>~ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<u>Respectful relationships</u>	<p>Pupils should know:</p> <p>~ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>~ practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>~ the conventions of courtesy and manners.</p> <p>~ the importance of self-respect and how this links to their own happiness. ~ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>~ 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.</p> <p>~ what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>~ the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<u>Online relationships</u>	<p>Pupils should know:</p>

	<p>~ that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>~ 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.</p> <p>~ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>~ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>~ how information and data is shared and used online.</p>
<u>Being safe</u>	<p>Pupils should know:</p> <p>~ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>~ 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.</p> <p>~ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>~ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>~ how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>~ how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>~ how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>~ where to get advice e.g. family, school and/or other sources.</p>

4. Planning and Resources

Cloudside Academy follow the Jigsaw scheme which includes planning and resources to ensure that a high quality, consistent approach of teaching and learning is delivered throughout the school. Teachers adapt learning to meet the needs of all of their pupils.

5. Curriculum Organisation and Progression

All of the year groups in Cloudside Academy follow the same puzzle name, one per half term. The curriculum is designed in a spiral approach to build on previous learning and enable good progress. Please see the teaching and learning section for the whole school organisation table.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. 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.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions when they reach Year 6, which will be delivered by their class teacher. The children will be separated into gender groups. Prior to the sessions, parents will be invited in to discuss what information will be shared during these lessons, what resources will be used and given the opportunity to ask any questions about the format of the lessons.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

6. Cross-curricular Opportunities

Wherever possible, cross-curricular opportunities are seized upon in order to allow deeper and richer experiences for the children. Some of the RSE content will be covered during science, computing and PE lessons.

7. British and L.E.A.D Values

The Jigsaw scheme ensures that the concept of British Values are incorporated into each puzzle piece to enable our pupils to grow into well-rounded, respectful, tolerant individuals who are free to be themselves but understand the importance of laws and democracy.

Our school values of greatness, responsibility, optimism, wisdom, tolerance and honesty are integral to everything we do at Cloudside. Teachers will ensure that our values remain high profile and that their principles are incorporated into lessons.

8. SEND and Inclusion

At Cloudside Academy, RSE Education is accessible for all pupils. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. High quality teaching is differentiated and personalised to the specific needs to allow for pupils with special educational needs and disabilities to access the curriculum and be prepared for adult outcomes as stated by the SEND code of practice. Teachers will, as always, tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. RSE will be taught to ensure quality for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b). Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

9. Health and Safety

The health and safety of our staff, pupils and community is always paramount to everything we do at Cloudside Academy. If any trips or visitors into school are due to take place, teachers are expected to complete the necessary risk assessments and discuss them with the Educational Visits Coordinator in a timely manner. Appropriate safeguarding measures are taken to ensure that professionals who come into the school are safe to do so.

10. Role of Head

The quality of teaching and learning in RSE is monitored and evaluated by the Headteacher as part of the school’s agreed cycle of lesson observations. The Headteacher will also evaluate the strengths and weaknesses in RSE and indicate areas for further improvement.

The head teacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE.

11. Role of Subject Leader

The RSE subject leader is responsible for:

- Ensuring that RSE is taught to a high standard and consistently across the school
- Monitoring the standard of the children's work and the quality of teaching and learning in RSE through lesson observations, book scrutiny, deep dives, pupil interviews
- Reviewing and contributing to teacher's planning and resources to ensure full coverage of the National Curriculum through the topic units taught, in accordance with Government guidance.
- Supporting colleagues in the planning, teaching and assessment of RSE.
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the RSE curriculum budget.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.
- Arranging the curriculum to ensure complete, consistent and coherent coverage of all the national curriculum objectives in each year group and to ensure there is a clear and explicit progression within and across year groups
- Ensuring that parents and staff are informed about our RSE policy
- Ensuring that the policy is implemented effectively
- Monitor the policy on a regular basis and report to governors on the effectiveness of the policy and RSE teaching within school
- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Collecting and evidencing the children's work

12. Role of Class Teacher

The class teacher will plan and carry out RSE lessons that are in line with the curriculum and the RSE policy. 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 headteacher.

All class teachers will ensure that RSE is taught in relation to this policy. Teachers will teach high quality RSE lessons that will engage, motivate and challenge pupils. The delivery of RSE will be completed in a sensitive manner. Class teachers will model positive attitudes towards RSE. Class teachers will ensure that they accurately assess children's progress in RSE using the descriptors provided by Jigsaw. Please see the assessment section for more details. Class teachers will also respond appropriately to pupils whose parents wish for them to be withdrawn from the non-statutory components of RSE.

Teachers will also ensure that the learning environment establishes a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

13. Role of Pupils

All pupils have the opportunity to be taught a broad and balanced curriculum. They will be given the opportunities to develop and use their RSE skills. All children are expected to show respect and sensitivity for other cultures and diversity within the world we live in and have the opportunities to share their opinions linked to the British Values. Pupils are actively encouraged to engage with the Jigsaw scheme. The pupils will be expected to agree to and comply with their class Jigsaw charter to ensure that everyone has the opportunity to voice and develop their opinions and feelings.

A small number of pupils will work as Jigsaw leaders, having a positive impact on other children's wellbeing. Jigsaw leaders will support others, make a positive contribution to our school environment and provide feedback and improvements to the PSHE lead.

14. Role of Parents / Carers

At Cloudside Academy, we wish to build on a positive and supporting relationship with the parents and carers of the children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy
- Answer any questions that parents may have about the RSE of their child
- Ensure that the parents have the right to withdraw their children from those aspects that are non-statutory
- Ensure that children that are withdrawn, are provided with alternative work linked with the PSHE programme and be invited to join a different year group for that session

Parents and carers have an important role to play in helping their pupils learn about RSE, discussing the pupils' experiences in RSE, linking these to the home and family environment and, where

possible, increasing pupils' contact with different situations and scenarios in a safe way, where children can experience and utilise their skills.

Parents and carers are encouraged to engage with the Jigsaw PSHE scheme and opportunities to see the scheme in action will be built into the academic year. Parents will also be informed of their child's class charter that their child has agreed to so that they are aware of the expectations throughout our PSHE lessons.

The Right to Withdraw

Parents and carers have the right to withdraw their child from some or all of the sex education. A written letter must be sent to the head teacher. Before granting this request, the head teacher is to discuss the request with the parents or carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have to the child. Cloudside Academy will document this process to ensure a record is kept. There is no right to be withdrawn from relationships education or health education.

15. Role of AGB

It is the role of the AAB to work alongside the RSE Leader to discuss progression through the subject throughout the whole school. The subject co-ordinator will report back to the AGB when lesson observations and book scrutiny's take place.

The AGB are free to determine the renewal of this policy at any time, in line with changes in school systems or statutory guidance.