



Relationships and sex education Policy

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Approved By	HISP Executive Team
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1. Aims

RSE at our school supports pupils' personal development and plays a key role in safeguarding and child protection

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 relationships
- › Teach pupils the correct vocabulary to describe themselves
- › Support pupils to recognise unsafe situations, understand personal boundaries, and know how to seek help.
- › Contribute to the school's safeguarding approach by helping pupils understand consent, body autonomy and trusted relationships.

2. Statutory requirements

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.

In delivering RSE, the school also has regard to its statutory duties, including those outlined in Keeping children Safe in Education (KCSIE). RSE supports safeguarding by helping pupils understand how to keep themselves safe and how to report concerns.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents and safeguarding considerations were central to the development of this policy. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with Academy Committee and ratified

4. Definition

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.

RSE supports pupils to develop the knowledge and confidence to protect themselves and others, and to seek help when they feel unsafe.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner, following the schools' safeguarding procedures where necessary. so they are fully informed and don't seek answers online.

RSE lessons provide opportunities for pupils to learn about personal safety, boundaries, consent and trusted adults. Lessons are planned to ensure pupils know how to seek help if they are worried or uncomfortable.

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings as part of our statutory curriculum.
- › How a baby is conceived and born as part of our non-statutory curriculum. Parents will have the right to withdraw their children from this section of the curriculum.

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

6. Delivery of RSE

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

Pupils in year 6, also receive stand-alone sex education sessions delivered by a member of staff. Ground rules are established at the start of RSE lessons to ensure pupils feel safe and respected.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Due to the sensitive nature of RSE, pupils may make disclosures during lessons. Staff delivering RSE are aware that they must not promise confidentiality and will follow the school's safeguarding and child protection policy if a concern is raised. Any disclosures or safeguarding concerns will be reported to the Designated Safeguarding Lead (DSL) immediately.

7. Roles and responsibilities

7.1 The Trust

The Trust will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher

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

7.3 Designated Safeguarding Lead (DSL)

The DSL has oversight of safeguarding issues arising from RSE. They provide advice and support to staff, respond to concerns or disclosures, and ensure appropriate action is taken in line with the school's safeguarding procedures.

7.4 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 non-statutory components of RSE
- › Following safeguarding procedures if a pupil raises a concern or makes a disclosure.

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.

RSE will be taught by the class teacher. Team teaching may occur in Year 5 and 6.

7.5 Pupils

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

8. Safeguarding

RSE is an important part of the school's safeguarding provision. Through RSE, pupils are taught how to recognise unsafe situations, understand appropriate and inappropriate behaviour, identify trusted adults and seek help. All staff delivering RSE follow the school's Safeguarding and child protection policy and report concerns to the DSL.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Safeguarding education, including learning about personal safety, boundaries and how to seek help, is not subject to withdrawal.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. Training includes guidance on managing sensitive discussions, handling disclosures and understanding safeguarding responsibilities within RSE.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if deemed necessary.

11. Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team and the PSHE leader through:

Planning scrutiny, work scrutiny, pupil interviews, learning walks and staff consultations.

Monitoring also considers how effectively RSE supports pupil's understanding of safety, boundaries and how to seek help.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher working in conjunction with the PSHE leader annually. At every review, the policy will be approved by the board of trustees.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Taught as part of the PSHE curriculum

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1	New beginnings: <ul style="list-style-type: none">- How we can all get along in the classroom
	Autumn 2	Being a good friend: <ul style="list-style-type: none">- How I can be a good friend to others- How I can be a good listener and why it is important
	Spring 2	It's good to be me: <ul style="list-style-type: none">- Friends can be an important part of helping us solve problems and feel better- Being proud of ourselves is linked to our own happiness- We all have the right to be treated with respect- What bullying looks like and feels like- How to ask for help and where to get advise
Year 2	Autumn 1	Belonging: <ul style="list-style-type: none">- How our class and school rules support us in using our manners- That we should all be expected to be treated with respect and how class rules help this
	Spring 1	Celebrating and recognising difference: <ul style="list-style-type: none">- That we are all special and unique which makes us all different. We should respect others who are different to ourselves- How we can show respect for others

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 2	<p>Relationships and feelings:</p> <ul style="list-style-type: none"> - All about my family and how they care for me - How my family make me feel - How families can be different, but all are there to give love and support to children as they grow up
Year 3	Autumn 1	<p>Rules, rights and responsibilities:</p> <ul style="list-style-type: none"> - How our class and school rules support us in using our manners - That we should all be expected to be treated with respect and how class rules help this
	Autumn 2	<p>Looking after myself:</p> <ul style="list-style-type: none"> - How we all belong to different groups and we must respect those who are different from ourselves - We often share interests and experiences with friends - Sometimes we may feel isolated from a group or feel lonely – how and where to ask for help for ourselves or others
	Spring 2	<p>Keeping safe:</p> <ul style="list-style-type: none"> - That sometimes people behave differently online to how they would in real life and what the negative impact of this can be - We should apply the same rules and expectations to friendships online as we do when face to face
	Summer 1	<p>Friends:</p> <ul style="list-style-type: none"> - Friendships are an important part of making us feel happy and accepted - What do 'good friendships' look like? Including that they should be encouraging and supportive - Sometimes friends have problems or fall out and that this is a normal part of having friends - Ways to solve problems between friends and that violence is never the answer

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Autumn 1	<p>Looking forward:</p> <ul style="list-style-type: none"> - How our class and school rules support us in using our manners - That we should all be expected to be treated with respect and how class rules help this - Similarities and differences about our favourite things and that we should respect those who are different to ourselves - Not everyone in the same group is the same - What our identity is and how some people may choose to use a different identity online - Are online friends actually friends?
	Autumn 2	<p>Families:</p> <ul style="list-style-type: none"> - People who are special to me and why including families - Different family make ups
	Spring 2	<p>Friendships:</p> <ul style="list-style-type: none"> - Important qualities in a friend - Why friends are important - Solving friendship problems
	Summer 2	<p>Understanding behaviour:</p> <ul style="list-style-type: none"> - What is peer pressure and how this can have a positive and negative affect on people - Making your own decisions - Assertiveness
Year 5	Autumn 1	<p>Money matters:</p> <ul style="list-style-type: none"> - How our class and school rules support us in using our manners - That we should all be expected to be treated with respect and how class rules help this - Respecting people who are different to ourselves

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Autumn 2	Discrimination: <ul style="list-style-type: none"> - Similarities and differences between ourselves and being respectful of those that are different to us - Martin Luther King and what he stood for - What is discrimination - Racism within football
	Summer 2	My changing body (stand alone session) – <ul style="list-style-type: none"> - How the body changes through puberty - Naming of genitalia and internal reproductive organs - How puberty can affect your emotions - The menstrual cycle - Looking at menstrual products - The importance of hygiene - Who can I talk to?
Year 6	Autumn 1	Responsibilities: <ul style="list-style-type: none"> - How our class and school rules support us in using our manners - That we should all be expected to be treated with respect and how class rules help this

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 2	<p>Where do babies come from? (stand alone unit. Parents have the right to withdraw their child from this unit)</p> <ul style="list-style-type: none"> - How the body changes through puberty (recap from year 5) - Naming of genitalia and internal reproductive organs (recap from year 5) - How puberty can affect your emotions (recap from year 5) - Changes that happen during puberty (Including erections, masturbation, wet dreams) - The menstrual cycle (recap from year 5) - The importance of hygiene (recap from year 5) - Who can I talk to? (recap from year 5) - How babies are made (including that some babies are produced through IVF) - How babies are born

Additions to the PSHE curriculum from 2020-21 onwards

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Summer 1	<ul style="list-style-type: none"> - The importance of permission seeking and giving - My body belongs to me - Privates are private - Appropriate and inappropriate touch - How do I get help if I need it?
	Summer 2	<ul style="list-style-type: none"> - Families are important to children - Characteristics of healthy family life - Other families look different to mine (e.g. two parent families, step families, single parent families) - Marriage is a commitment two people make to each other - Recognising when family relationships make you feel sad or unsafe and how to seek help.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Spring 2	- How to critically consider online friendships
	Summer 1	- The importance of permission seeking and giving
Year 4	Autumn 2	<ul style="list-style-type: none"> - Families are important to children - Characteristics of healthy family life - Other families look different to mine (e.g. foster families, grandparent as caregiver, adopted families, same sex parents, blended families). - Marriage is a commitment two people make to each other - Recognising when family relationships make you feel sad or unsafe and how to seek help.
Year 6	Spring 1	- How information and data is shared and used online

Taught as part of the computing curriculum

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1	- What information is private and should not be shared online
Year 2	Autumn 1	<ul style="list-style-type: none"> - Simple rules for staying safe online; <ul style="list-style-type: none"> o Do not share personal information o Treat people the same way as you would in real life o People may not be who they say they are o Who to go to if we have worries and need help
Year 3	Autumn 1	<ul style="list-style-type: none"> - How to use technology respectfully and safely, such as by keeping personal information private - Where to go for help and support if they have any concerns about online content - Learning to question whether what is online is trustworthy or real

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Autumn 1	<ul style="list-style-type: none"> - Potential dangers online and how to avoid them including not disclosing personal information and that some people may not be what they say they are
Year 5	Autumn 1	<ul style="list-style-type: none"> - Understanding why caution is sometimes needed when accessing the internet - Ways to stay safe online

Appendix 2: Relationships education - By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 respect those differences and know that other children's families are also characterised by love and care • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

From Physical health and mental wellbeing

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

**Appendix 3: Parent form: withdrawal from sex education (non-statutory element only)
within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	