



## Relationships and Sex Education Policy

<b>Approval body:</b>	Local Governing Committee
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### Status:

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	As determined by the local governing committee
<b>Approval by</b>	As determined by the local governing committee

### Publication:

<b>Statutory requirement to publish on website</b>	Yes
<b>If not, agreed to publish on website?</b>	Not applicable

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Changed by	Revision Date	Version	Status

Review Date	
Frequency	Next Review Due
Annual	April 2022

## **1 Purpose**

The purpose of this policy is to set out the approach in this school to the teaching of relationships and sex education (RSE).

## **2 Scope**

This policy applies to the governors, employees and pupils of the school.

## **3 Rationale**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. At our school we aim to deliver a whole school approach to RSE and deliver this through the science and PSHE curriculum.

RSE is about the emotional, social and cultural development of pupils, and involves learning about 'age appropriate' 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.

The school ensures the RSE curriculum meets the needs of all pupils and is informed by issues in the school and wider community. This policy takes into account the views of teachers, pupils and parents.

## **4 Policy statement**

The aim of relationships and sex education (RSE) is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health in an age appropriate way and which meets the needs of our school community.

RSE is 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 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).

The school's approach is intended to be sensitive to the needs of different ethnic, cultural and religious groups. Parents/carers are encouraged to discuss any concerns they may have about RSE with Grace Steedman (PSHE Lead).

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about RSE and the programme will be designed to be inclusive of all pupils making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

We work in partnership with parents and carers and inform them of our RSE curriculum content by continued communication through class dojo, sharing of class teacher's concept maps and parent drop in evenings. In some cases, parents may receive letters home to inform them of specific topics being taught in the class with the option to withdraw their child.

## **5 Legal considerations**

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education from September 2020.

Schools are not required to teach sex education beyond the compulsory elements contained in the science curriculum but may choose to do so. Parents do not have the right to withdraw children from relationships education but can withdraw their child from any sex education in the RSE curriculum which is additional to the statutory elements of sex education in the science curriculum. (see section 9.1 for information on parents' right to withdraw).

The school understands its responsibilities in relation to the Equality Act 2010 specifically that it must not discriminate against any pupil on the basis of protected characteristics (sex or sexual orientation, race, disability, religion or belief, gender reassignment, pregnancy or maternity), and the requirement under the Public Sector Equality Duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. The makeup of our school community (including the gender and age range of our pupils) is considered and whether it is appropriate or necessary to put in place additional support for pupils with any protected characteristic. The school fosters healthy and respectful peer-to-peer communication and behavior and challenges occurrences (e.g. sexism, homophobia, misogyny and other gender stereotypes) contrary to these principles.

Provisions under the Equality Act 2010 allow the school to take positive action where it can be evidenced as a proportionate response to particular disadvantages affecting a group because of a protected characteristic, e.g. consider taking positive action to support girls if there was evidence that they are disproportionately subject to sexual harassment.

## 6 Roles and responsibilities

- **The local governing committee** approves the RSE policy and evaluates the effectiveness of its implementation.
- **The headteacher** ensures that RSE is taught consistently across the school, and that members of staff have sufficient training to teach RSE effectively and handle difficult issues with sensitivity. The headteacher is responsible for managing parent/carer requests to withdraw pupils from the non-statutory/non-science components of sex education within RSE (see section 9).
- **The PSHE coordinator** ensures that the RSE curriculum complements and does not duplicate content covered in National Curriculum subjects such as citizenship, science, and computing.
- **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 elements of RSE
  - All teaching staff are responsible for the teaching of RSE in school. 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.
- **Pupils** are expected to engage fully in RSE and when discussing issues related to RSE to treat others with respect and sensitivity.

## 7 Curriculum design

The school has worked with other schools in the academy trust to develop an RSE curriculum that is sequenced in an age appropriate way with clear progression of content and skills and which prepares pupils for the next stage in their personal and academic/career development.

The curriculum may be adapted as and when necessary, for instance to respond to an emerging issue in the school or community. See Appendix 1 for NEAT progression document.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

## **8 Safe and effective practice**

Effective RSE may bring about disclosures of child protection issues, if any issues arise where a member of staff feels that a child is unsafe the necessary procedures in the school's Safeguarding Policy will be followed.

Class teachers will be responsible for passing on any information that is deemed necessary to a designated safe guarding lead as soon as possible. If a topic is going to be specifically sensitive or controversial for a particular child, then it may be deemed appropriate to communicate to their parent or carer that they have the right to withdraw their child from these lessons. Any external visitors/agencies supporting the delivery of RSE are made aware of the school's approach to RSE and safeguarding protocols.

### **9.1 Parents' right to withdraw**

The school acknowledges that RSE can be a sensitive issue however, just like any other strand of PSHE education, RSE is taught at an age appropriate level.

Some parents may prefer to take responsibility for aspects of this element of education and may choose to discuss the content with their child before pupils participate in the sessions. The school aims to work in partnership with parents/carers to get the best outcomes for pupils. If parents/carers have any questions they should contact the PSHE Lead (Grace Steedman) to talk through any concerns.

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

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

Requests for withdrawal must be put in writing and addressed to the headteacher. Parents wishing to exercise this right are invited to meet with Steve Gittins (Head teacher) or Dan Morrison (PSA) to explore concerns and discuss the impact that withdrawal may have on the child. Alternative work to be completed in school away from the class will be given to pupils who are withdrawn from sex education.

Appendix 1 – RSE progression

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• Families are important for children growing up because they give us love.</li> <li>• The characteristics of a healthy family life and the importance of spending time together.</li> <li>• That others’ families in school look different from their family but they still share the same love.</li> <li>• That happy families are based on caring relationships.</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> </ul>	<ul style="list-style-type: none"> <li>• Families are important for children growing up because they give us love, stability and security.</li> <li>• The characteristics of a healthy family life and the 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 in school, 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 for them.</li> <li>• That stable, caring relationships are at the heart of happy families.</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> </ul>	<ul style="list-style-type: none"> <li>• Families are important for children growing up because they give us love, stability and security.</li> <li>• The characteristics of a healthy family life and the 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 for them.</li> <li>• That stable, caring relationships are at the heart of happy families and are important for children’s security as they grow up.</li> <li>• That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</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> </ul>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Relationships	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>To recognise that their behaviour can affect other people.</li> <li>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>That people's bodies and feelings can be hurt.</li> <li>To listen to other people and play and work cooperatively.</li> <li>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</li> <li>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> <li>That people's bodies and feelings can be hurt.</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>To identify and respect the differences and similarities between people.</li> <li>That people and other living things have rights and that everyone has responsibilities to protect those rights (protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>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.</li> <li>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> </ul>	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</li> <li>What a stereotype is, and how stereotypes can be unfair, negative and destructive.</li> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. (cyber bullying)</li> </ul> <p><b>Online relationships.</b></p> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including pretending to be someone they are not.</li> <li>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> </ul>	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>To recognise and challenge stereotypes.</li> <li>To recognise bullying and abuse in all forms (online, social media, n person)</li> <li>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; develop strategies for getting support.</li> </ul> <p><b>Online relationships.</b></p> <ul style="list-style-type: none"> <li>To recognise how images in the media do not always reflect reality.</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> </ul>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p><b>Online relationships.</b></p> <ul style="list-style-type: none"> <li>• How information and data is shared and used online.</li> <li>• Rules for keeping physically and emotionally safe including responsible ICT use and online safety.</li> <li>• To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.'</li> </ul>		

### NEAT Progression

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Health & Wellbeing	<p><b>Mental wellbeing.</b></p> <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>• How to maintain a healthy life.</li> <li>• How to communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>• About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</li> <li>• How to maintain a healthy lifestyle, the benefits of physical activity and rest.</li> <li>• About people who look after them, their family networks, who to go to if they worried and how to attract their attention.</li> </ul>	<p><b>Mental wellbeing.</b></p> <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>• What positively and negatively affects their physical, mental and emotional health.</li> <li>• How to talk about their feelings and emotions.</li> <li>• To understand different emotions and the scale of emotions humans experience.</li> <li>• What positively and negatively affects their physical, mental and emotional health.</li> <li>• About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them safe.</li> <li>• That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> </ul>	<p><b>Mental wellbeing.</b></p> <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>• How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.</li> <li>• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>• How to judge what they are feeling and how they are.</li> </ul>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<ul style="list-style-type: none"> <li>• Importance of personal hygiene.</li> <li>• How diseases spread and can be controlled.</li> </ul> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Benefits of activity, rest, healthy eating and dental health.</li> <li>• What is a healthy diet.</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• What is meant by 'privacy'; their right to keep things 'private', the importance of respecting others privacy.</li> <li>• The difference between secret and nice surprises.</li> <li>• Strategies for keeping safe online.</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• That household products, including medicines, can be harmful if not used properly.</li> </ul> <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>• About people in the community who are responsible for looking after them.</li> <li>• People they need to help them, including dialling 999 in an emergency.</li> </ul>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• To develop and make own choices about food, understand what might influence their choices about food.</li> <li>• Benefits of a healthy diet.</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• The concept of keeping something confidential or secret, when they should or should not agree to, when it's right to break confidence or share a secret.</li> <li>• That each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• Strategies for keeping safe online.</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• Facts about illegal and legal substances, including energy drinks.</li> </ul> <p><b>Basic First Aid</b></p> <p>Rules about health and safety, basic emergency aid procedures, where and how to get help.</p>	<ul style="list-style-type: none"> <li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>• To recognise when they need help and to develop the skills to ask for help.</li> <li>• The facts and science relating to immunisation and vaccination.</li> </ul> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Benefits of a healthy diet.</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• 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>• How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable.</li> <li>• To judge what kind of physical contact is acceptable and how to respond.</li> <li>• To critically examine what is presented in social media.</li> <li>• Understand how social media can misrepresent or mislead.</li> <li>• Strategies for keeping safe online.</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
			<ul style="list-style-type: none"> <li>Facts about legal and illegal substances and their risks.</li> </ul>
Relationships	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>To recognise that their behaviour can affect other people.</li> <li>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>That people's bodies and feelings can be hurt.</li> <li>To listen to other people and play and work cooperatively.</li> <li>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</li> <li>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> <li>That people's bodies and feelings can be hurt.</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>To identify and respect the differences and similarities between people.</li> <li>That people and other living things have rights and that everyone has responsibilities to protect those rights (protecting others' bodies and feelings, being able to take turns, share</li> </ul>	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</li> <li>What a stereotype is, and how stereotypes can be unfair, negative and destructive.</li> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. (cyber bullying)</li> </ul> <p><b>Online relationships.</b></p> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including pretending to be someone they are not.</li> </ul>	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>To recognise and challenge stereotypes.</li> <li>To recognise bullying and abuse in all forms (online, social media, n person)</li> <li>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; develop strategies for getting support.</li> </ul> <p><b>Online relationships.</b></p> <ul style="list-style-type: none"> <li>To recognise how images in the media do not always reflect reality.</li> <li>How to critically consider their online friendships and sources of information</li> </ul>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>and understand the need to return things that have been borrowed)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> </ul> <p><b>Online relationships.</b></p> <ul style="list-style-type: none"> <li>• How information and data is shared and used online.</li> <li>• Rules for keeping physically and emotionally safe including responsible ICT use and online safety.</li> <li>• To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.'</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> </ul>	<p>including awareness of the risks associated with people they have never met.</p>
Living in the Wider World	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Where does money come from?</li> <li>• Spending, saving.</li> <li>• Keeping money safe.</li> </ul> <p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Group and class rules; everybody is unique in some ways and the same in others.</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets.</li> </ul> <p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community.</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality.</li> <li>• What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set;</li> </ul>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<ul style="list-style-type: none"> <li>Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Looking after the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Responsibilities; rights and duties.</li> <li>Sustainability of the environment across the world.</li> </ul>	<p>setting up an enterprise; what enterprise means for work and society.</p> <p>(Year 6)</p> <ul style="list-style-type: none"> <li>How can money affect us?</li> <li>Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues.</li> </ul> <p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences.</li> <li>Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Different rights; responsibilities and duties.</li> <li>How resources are allocated; effect of this on individuals; communities and environment.</li> </ul>