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Author(s):	Emily Johnstone
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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils about different relationships, including within families and friendships
- Teach children about how to live healthy lives both physically and mentally
- Teach children about how to have healthy online relationships
- Teach children how to stay safe
- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't 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. This would include the elements of sex education contained in the science curriculum. In teaching RSE, we're 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.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

We teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents / carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Local Governor consultation – The Local Governing Body were given the opportunity to look at the policy and make recommendations

3. Parent / stakeholder consultation – parents / carers and any interested parties were invited to attend a meeting about the policy and fill in an online feedback form via SurveyMonkey

4. Staff consultation – Staff were given the opportunity to look at the policy and give feedback

5. Ratification – once amendments were made, the policy was shared again with trustees and ratified

4. Definition

Relationships Education is statutory (all children must be taught it) and teaches our children about families and people who care about them, caring friendships, respectful relationships, online relationships and being safe. It also teaches about permission-seeking and consent.

Sex Education is non-statutory (children can be removed) and teaches children about sexuality, the sexual parts of the body, changes that happen as children grown up and how a baby is conceived and born.

No part of RSE promotes sexual activity.

5. Curriculum

We have developed the RSE curriculum in consultation with parents / carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask

questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

See Appendix 1 which shows what children will know through Relationships Education by the end of primary school as set out by the government.

We will share all curriculum materials with parents and carers upon request.

We choose to teach the non-statutory aspects of the RSE curriculum – sex education. This is taught over two or three lessons each year and focuses on:

- Body parts
- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

See Appendix 2 for details of the lesson objectives for all of the sex education lessons from Year R to Year 6.

6. Delivery of RSE

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

The sex education aspect has age-appropriate plans that cover the physical and emotional changes that happen in children as they grow older, including changes at puberty and how to approach this with confidence. Children will learn about the different body parts of females and males. They will also be introduced to the idea that some people are intersex and what this means. Children will learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This includes puberty, how families are created (adoption, IVF, surrogacy and sexual intercourse), body ownership, and safeguarding.

Our Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Every classroom contains a thoughts and feelings box which allows children to anonymously ask any questions during the teaching of all lessons. At the start of every sex education lesson, the children will be reminded about this box and how it can be used. Teachers will be

supported by their PSHE Lead to answer any questions that are difficult to answer either by talking to the child 1:1, discussing the answer with the whole class in a follow up session or through conversation with parents. Staff training prior to delivering the sex education lessons will support teachers to know how to answer difficult questions within the parameters of what children should know in primary school. If teachers are concerned, they will contact parents to make sure that they are aware of the questions their children have and there will be a bank of helpful resources that teachers can direct parents towards.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:

        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 Governance: Trust Board and Local Governing Bodies

The Trustees will approve the RSE policy, and the Local Governing Bodies will hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory / non-science] components of RSE (see section 9).

8.3 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 / carers wish them to be withdrawn from the [non-statutory / non-science] components of RSE

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.

The staff who are responsible for the teaching of RSE in our school are

- Emily Johnstone – PSHE Lead
- Emily Greswell – Equalities and Diversities Lead

8.4 Pupils

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

8.5 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. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We therefore wish to build a positive and supporting relationship with the parents, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's sex education policy and teaching programme
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy, about the arrangements for sex education in the school and any specific issues that may affect a child in this regard
- Use the thoughts of parents to help review this policy over time
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

9. Parents' right to withdraw

Parents / carers do not have the right to withdraw their child from relationships education.

Parents / carers have the right to withdraw their child from the [non-statutory / non-science] components of sex education within RSE.

Requests for withdrawal should be made on Arbor.

Teachers will meet with parents to discuss which aspects of the sex education lessons they would like their children to be withdrawn from.

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

10. Training

Staff are trained annually on the delivery of RSE and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE and Equality and Diversity Leads through planning scrutinies, learning walks and conversations with staff and children.

This policy will be reviewed annually. At every review, the policy will be approved by the Trustees.

Appendix 1: What pupils should know by the end of primary school in relationships education as set out by the government

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognized 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications 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 contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 2: Overview of Sex Education Lesson Objectives

Reception	**Where do babies come from?** Children will be able to: • Explain that a baby is made by a female and a male, and grows inside a female's tummy • Understand that every family is different • Talk about similarities and differences between themselves and others **Me and my body** Children will be able to: • Name parts of the body (including reproductive parts) using the correct vocabulary • Explain which parts of their body are kept private and safe and why • Tell or ask an appropriate adult for help if they feel unsafe
Year 1	**Keeping Privates private** Children will be able to: • Identify parts of the body that are private • Describe ways in which private parts can be kept private • Identify people they can talk to about their private parts
Year 2	**My Body Your Body** Children will be able to: • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person. **Respecting Privacy** Children will be able to: • Explain what privacy means • Know that you are not allowed to touch someone's private belongings without their permission • Give examples of different types of private information
Year 3	**My Changing Body** Children will be able to: • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.
Year 4	**All Change** Children will be able to: • Identify parts of the body • Know the correct terminology for their genitalia • Understand and explain why puberty happens **Preparing for changes at puberty** Children will be able to: • Know the key facts of the menstrual cycle • Understand that periods and wet dreams are a normal part of puberty

	• Identify some of the ways to cope better with periods
Year 5	**Growing up and changing bodies** Children will be able to: • Identify some products that they may need during puberty and why; • Understand changes to the body during puberty, including those linked to oral health; • Know what menstruation is and why it happens **Changing Bodies and Feelings** Children will be able to: • Know the correct words for the external sexual organs • Discuss some of the myths associated with puberty **Help I'm a teenager get me out of here** Children will be able to: • Recognise how our body feels when we're relaxed • List some of the ways our body feels when it is nervous or sad • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you
Year 6	**Is this normal?** Children will be able to: • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it • Suggest strategies that would help someone who felt challenged by the changes in puberty • Understand what FGM is and that it is an illegal practice in this country • Know where someone could get support if they were concerned about their own or another person's safety **Making babies** Children will be able to: • Identify the changes that happen through puberty to allow sexual reproduction to occur • Know a variety of ways in which the sperm can fertilise the egg to create a baby (IVF and sexual intercourse) • Know the legal age of consent and what it means