



**Relationships and sex education policy**  
**2020-2021**  
Blackpool Gateway Academy

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## Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	4
5. Curriculum	4
6. Delivery of RSE	5
7. Roles and responsibilities	5
8. Parents' right to withdraw	6
9. Training	6
10. Monitoring arrangements	6
Appendix 1: Curriculum map TO BE UPDATED	7
Appendix 2: By the end of primary school pupils should know	8
Appendix 3: Parent letter: informing parents and providing an 'opt out' withdrawal from sex education within RSE	10

## 1. Aims

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
- Ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.
- Support our mission statement of being committed to high standards so that pupils can have high aspirations for their future. This is taught through our core values of Resilience, Integrity, Pride, Respect, Ambition and Excellence.

Personal, Social and Health Education (PSHE) forms a key part of pupils' education at Blackpool Gateway Academy. Our [PSHE policy](#), agreed December 2020, should be read and implemented alongside our RSE policy.

## 2. Statutory requirements

As a primary academy 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 Blackpool Gateway, we recognise the recommendations made in the [Relationships and Sex Education](#) by OFSTED. We teach the topics 'Making Babies' and 'Adolescence'.

At Blackpool Gateway we teach RSE as set out in this policy.

## 3. Policy development

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

1. **Review** As PSHE lead, Mrs Kadriu gathered relevant information, including relevant national and local guidance

Preparing for Statutory Guidance

<https://www.pshe-association.org.uk/system/files/Preparing%20For%20Statutory%20Relationships%20And%20Sex%20Education%20-%20KS1%20and%202%20-%20updated%20Sept%2018%20Web%20Version.pdf>

Relationships Education Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf)

RSE Schemes of Work

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and>

SCARF Guidance

[https://www.coramlifeeducation.org.uk/What\\_is\\_Relationships\\_Education](https://www.coramlifeeducation.org.uk/What_is_Relationships_Education)

- 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** Meeting with the parent forum supported by PWO Mrs Riley and delivered by Mrs Kadriu
- 4. Pupil consultation – we investigated what exactly pupils want from their RSE** Meeting TBC with the School Council. Questionnaires to be formed. Children to deliver to classrooms. Feedback to be evaluated by the council and PSHE lead. Organised and delivered by Mrs Kadriu.
- 5. Ratification – once amendments were made, the policy was shared with governors 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. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

These new statutory requirements do not extend to **sex education** at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science). However, the Department for Education *'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'*

At Blackpool Gateway Academy, in addition to the learning areas within the science curriculum, this will continue to be the Adolescent, Our Changing Bodies talk provided for our Year 5 pupils and Making Babies talk for our Year 6 pupils, delivered by Coram Life Education. Parents will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education.

## 5. Curriculum

Our curriculum maps are set out for each year group (See Appendix 1) but we may need to adapt it as and when necessary to meet the needs of the children; any issues arising in the pupils' lives or the social needs of the class.

At Blackpool gateway we use the 3D scheme. Additionally, we invite an external team from Coram Life Education who covers precise elements of the RSE curriculum. The themes are 'Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best, Growing and Changing, Health and Well-being, Relationships and Living in the Wider World'.

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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 through a weekly 30 minute lesson. The 3D scheme has the RSE elements throughout each year group's curriculum map to ensure its teaching and learning. Biological aspects of RSE are taught within the science curriculum. Pupils in year 5 and 6 also receive stand-alone sex education sessions delivered by a trained professional of the Coram Education Team.

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

- All about me
- My special people
- My feelings
- Healthy relationships
- Feelings and emotions
- Valuing difference

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).

PSHE is delivered in an Inclusive environment where lessons are adapted to meet the academic and social needs of all children, including those with SEND.

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

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board 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 Staff

Class and cover teachers 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

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.

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupil voice is encouraged in all PSHE lessons.

## 8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Prior to all SCARF talks / 3Dimension lessons, parents of Year 5 and 6 children will be informed by letter of the planned lessons. **An 'opt out' option will be provided on the letter.** These can be found in Appendix 3.

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

## 9. Training

RSE is taught by teachers who are confident and competent to teach it in line with best practice. High quality training and support will be offered to those teachers in need. The needs of teachers will be assessed on the completion of a staff questionnaire outlining their experiences of the teaching and learning of PSHE. This will include their understanding of RSE, the equipment and resources they feel needed to support the delivery of the curriculum and the sharing of best practice. This will be implemented and monitored by the PSHE lead.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead Mrs Kadriu through:

- \*Pupil Voice
- \*Learning walks
- \*Floor books

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and recorded in each Data Capture (Three per academic year).

This policy will be reviewed by Mrs Kadriu, PSHE lead.

At every review, the policy will be approved by the headteacher and / or governing body.

## 11. Education Recovery

We recognise the importance of increasing the academic and social support for our children on our return to school, post-pandemic restrictions and experiences. We have put in place the following provisions:

Hungry Little Minds Tips and practical activities that parents can do at home with children from newborn to 5 years old to support their early learning.

Nuffield Early Language Intervention (NELI) This programme has been accessed by our Early Years team.

The National Tutoring Programme Our Year 4 and 5 pupils, who have been recognised as needing additional support, have been accessing the tutoring programme as additional learning time in school.

Early Career Framework (ECF) The ECF will be accessed and led by our early career teacher mentor, Mr S.Maughan, and the additional provisions will be put into place to help support our teaching staff.

Mental Wellbeing Continuous Professional Development Our PSHE lead has accessed Youth Mental Health First Aid Training and is supporting staff with the implementation of BOXALL and PASS assessments to support the mental wellbeing of all pupils. Teaching Assistants have been trained with the 60 minutes of Motivation, Sensory, Mindfulness and Bereavement for 1-1 and small group work in class.

The school continues on its journey to becoming a Nurture School which considers the wellbeing of staff, pupils and all stakeholders. Staff and pupil questionnaires have been completed. To support staff wellbeing, initiatives have been put in place, for example, a wellbeing afternoon off work, end of term lunch and cakes and our weekly staff thank you where a member of staff is nominated for their hard work and dedication.

Appendix 1: Curriculum map **TO BE UPDATED**

**Relationships and sex education curriculum map**

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Things that cause conflict between me and my friends</li> <li>• What I do when my friend makes me upset</li> </ul>	
Year 3	Summer 2	<p>My changing body:</p> <ul style="list-style-type: none"> <li>• How boys' and girls' bodies change as we grow up, and how these changes affect us</li> </ul>	



## Appendix 2: 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"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</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</li> <li>● 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</li> <li>● That marriage 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>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</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>● 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</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● 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</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</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> <li>● How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 3: Parent letter: informing parents and providing an 'opt out' withdrawal from sex education within RSE

Dear Parent/Carer,

### Year 6 PSHE and Relationships Programme

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

In the next few weeks our school will be welcoming the leading children's health and wellbeing charity, Coram Life Education (CLE) into our school to deliver some of the sex and relationships education (SRE) aspect of our PSHE programme to years 4, 5 and 6. This programme is designed to help children make healthy choices and keep themselves safe during their school years and beyond. It will also help us to prepare for when sex and relationships education becomes a legal requirement in September 2019. The design of the programme has taken into account the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children.

You and your child will have the opportunity to give us valuable feedback regarding the programme; we will be conducting some evaluations with the children following their session and you are very welcome to come into school to see the resources for yourself.

The workshops, led by an experienced, trained CLE educator, will be delivered to our Years 4, 5 and 6 pupils and will focus on body changes and keeping safe. Your Year 6 child will be exploring these themes through examining the following questions:

- How can I keep safe online?
- Why do I need to protect personal information including passwords, addresses and photos of myself and others online?
- How can I manage any requests for photos of myself or peers I may receive?
- What is and is not appropriate to ask for or share online?
- Who can I talk to if I feel uncomfortable or are concerned by such a request?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable or if someone isn't respecting my personal boundaries?
- What is personal and private information?
- What kind of physical contact is unacceptable and how should I respond?
- How will my body and emotions change as they approach and move through puberty?
- How do I feel about growing up and changing?
- How do humans reproduce?
- Can people of the same sex love each other? Is this ok?
- What do I do if someone wants me to do something I know is wrong or makes me feel uncomfortable?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- Who can I talk to if I want help and advice or am worried about someone else?

Appropriate questions that arise from the children during the workshops will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability, and tailored to suit our children's needs.

There is sometimes concern that RSE in school might promote sexual experimentation or cause confusion about an individual's sexuality. The research on quality RSE in the UK by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a **later age** than those for whom parents or other sources were their main source.

We recognise that parents play a vital part in their child's RSE, and we encourage you to explore these questions with your child at home as well. If further advice or support is required please do not hesitate to speak to your child's class teacher or the school's PSHE lead, Mrs Kadriu.

Yours Sincerely

Mrs Kadriu

PSHE Lead

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I would like my child \_\_\_\_\_ of class \_\_\_\_\_ to be withdrawn from the Coram Life Education Sex and Relationships Education aspect of their PSHE course. I agree to my child completing project based work in an alternative provision.

Signed \_\_\_\_\_ Relationship to child \_\_\_\_\_

Dear Parent/Carer,

### Year 5 PSHE and Relationships Programme

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

In the next few weeks our school will be welcoming the leading children's health and wellbeing charity, Coram Life Education (CLE) into our school to deliver some of the sex and relationships education (SRE) aspect of our PSHE programme to years 4, 5 and 6. This programme is designed to help children make healthy choices and keep themselves safe during their school years and beyond. It will also help us to prepare for when sex and relationships education becomes a legal requirement in September 2019. The design of the programme has taken into account the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children.

You and your child will have the opportunity to give us valuable feedback regarding the programme; we will be conducting some evaluations with the children following their session and you are very welcome to come into school to see the resources for yourself.

The workshops, led by an experienced, trained CLE educator, will be delivered to our Years 4, 5 and 6 pupils and will focus on body changes and keeping safe. Your Year 5 child will be exploring these themes through examining the following questions:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls and boys bodies different?
- How do I feel about growing up and changing?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone isn't respecting my personal boundaries?
- Who can I talk to if I want help and advice or am worried about someone else?

Appropriate questions that arise from the children during the workshops will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability, and tailored to suit our children's needs.

There is sometimes concern that SRE in school might promote sexual experimentation or cause confusion about an individual's sexuality. The research on quality SRE in the UK by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a **later age** than those for whom parents or other sources were their main source.

We recognise that parents play a vital part in their child's SRE, and we would encourage you to explore these questions with your child at home as well. If further advice or support is required please do not hesitate to speak to your child's class teacher or the Head teacher.

If you have any questions about the programme and resources or would like to view the resources, please do not hesitate to contact XXX at the school.

Yours Sincerely

Head/Teacher name

I would like my child \_\_\_\_\_ of class \_\_\_\_\_ to be

withdrawn from the Coram Life Education Sex and Relationships Education aspect of their PSHE course. I agree to my child completing project based work in an alternative provision.

Signed \_\_\_\_\_ Relationship to child \_\_\_\_\_

### **Harmful Sexual Behaviour:**

Blackpool Gateway Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is the case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)