



Relationships and Sex Education Policy (From 2020)

Updated: September 2021
Review Date: September 2022

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Version History

Date	Author	Version	Comment
Autumn 2021	Paula Hillman	2	School level details updated

1. Aims

The aims of relationships and sex education (RSE) in our Trust 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

2. Statutory requirements

As a Trust 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 The Enquire Learning Trust we teach RSE as set out in this policy.

This policy complies with our funding agreement and articles of association.

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 – a Director 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 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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

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, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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).

7. Roles and responsibilities

7.1 The Board of Trustees

The Trustees will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 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 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 Principal. Every teacher is responsible for teaching RSE at Buckingham Primary Academy. As an academy we follow JIGSAW, which is a PHSE programme of study and covers all aspects of RSE in a sensitive manner. The Principal along with the following members of staff are responsible for ensuring that RSE is delivered appropriately: SLT and the PHSE lead within the academy.

7.4 Pupils

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

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/non-science] 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.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the Principal through: enquiries and lesson observations.

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

This policy will be reviewed by the Board of Trustees annually.

11. Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Foundation Stage 1	Spring 2	<ul style="list-style-type: none"> • Healthy Me <p>We are learning the names for some parts of our body and we are starting to understand that we need to be active to be healthy</p> <p>We are learning to tell you some of the things we need to do to be healthy</p> <p>We are learning what the word 'healthy' means and that some foods are healthier than others</p> <p>We are learning how to help ourselves go to sleep and that sleep is good for us</p> <p>We are learning to wash our hands and know it is important to do this before we eat and after we go to the toilet</p> <p>We are learning to know what to do if we get lost and how to say NO to strangers</p>	<p>See Jigsaw lesson materials for full list of resources.</p> <p>https://www.jigsawpshe.com/</p>
	Summer 1	<ul style="list-style-type: none"> • Relationships <p>We are learning to tell you about our family</p> <p>We are learning to understand how to make friends if we feel lonely</p> <p>We are learning to tell you some of the things we like about our friends</p> <p>We are learning to know what to say and do if somebody is mean to me</p> <p>We are learning to use Calm Me time to manage our feelings</p> <p>We are learning to work together and enjoy being with our friends</p>	
	Summer 2	<ul style="list-style-type: none"> • Changing Me <p>We are learning to name parts of our body and show respect for ourselves</p> <p>We are learning to tell you some things we can do and some food we can eat to be healthy</p> <p>We are learning to understand that we all start as babies and grow into children and then adults</p> <p>We are learning that we grow and change</p> <p>We are learning to talk about how we feel moving to FS2 from FS1</p> <p>We are learning to remember some fun things about FS1 this year</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Foundation Stage 2	Spring 2	<ul style="list-style-type: none"> • Healthy Me <p>We are learning to understand that we need to exercise to keep our body healthy We are learning to understand how moving and resting are good for our bodies We are learning about which foods are healthy and not so healthy and can make healthy eating choices We are learning to how to help ourselves go to sleep and understand why sleep is good for us We are learning to wash our hands thoroughly and understand why this is important especially before we eat and after we go to the toilet We are learning what a stranger is and how to stay safe if a stranger approaches us</p>	<p>See Jigsaw lesson materials for full list of resources.</p> <p>https://www.jigsawpshe.com/</p>
	Summer 1	<ul style="list-style-type: none"> • Relationships <p>We are learning to identify some of the jobs we do in my family and how we feel like we belong We are learning how to make friends to stop myself from feeling lonely We are learning to think of ways to solve problems and stay friends We are learning to understand the impact of unkind words We are learning to use Calm Me time to manage my feelings We are learning to know how to be a good friend</p>	
	Summer 2	<ul style="list-style-type: none"> • Changing Me <p>We are learning to name parts of the body We are learning to tell you some things we can do and foods we can eat to be healthy We are learning that we all grow from babies to adults We are learning to express how we feel about moving to Year 1 We are learning to talk about my worries and/or the things I am looking forward to about being in Year 1 We are learning to share our memories of the best bits of this year in Reception</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 2	<ul style="list-style-type: none"> • Healthy Me <p>We are learning to understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>We are learning how to make healthy lifestyle choices</p> <p>We are learning how to keep ourselves clean and healthy, and understand how germs cause disease/illness</p> <p>We are learning that all household products including medicines can be harmful if not used properly</p> <p>We are learning that medicines can help me if we feel poorly and we know how to use them safely</p> <p>We are learning to how to keep safe when crossing the road, and about people who can help us to stay safe</p> <p>We are learning to tell you why we think our body is amazing and can identify some ways to keep it safe and healthy</p>	<p>See Jigsaw lesson materials for full list of resources.</p> <p>https://www.jigsawpshe.com/</p>
	Summer 1	<ul style="list-style-type: none"> • Relationships <p>We are learning to identify the members of our family and understand that there are lots of different types of families</p> <p>We are learning to identify what being a good friend means to us</p> <p>We are learning appropriate ways of physical contact to greet our friends and know which ways we prefer</p> <p>We are learning who can help us in our school community</p> <p>We are learning to recognise our qualities as person and a friend</p> <p>We are learning to tell you why we appreciate someone who is special to us</p>	
	Summer 2	<ul style="list-style-type: none"> • Changing Me <p>We are learning to understand the life cycles of animals and humans</p> <p>We are learning to tell you some things about us that have changed and some things about us that have stayed the same</p> <p>We are learning to tell you how our body has changed since we were a baby</p> <p>We are learning to identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>We are learning to understand that every time we learn something new we change a little bit</p> <p>We are learning to tell you about changes that have happened in our life</p>	

<https://www.jigsawpshe.com>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>We are learning to identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>We are learning to recognise stereotypical ideas we might have about parenting and family roles</p> <p>We are learning about what we are looking forward to when we move to our next class</p>	

<https://www.jigsawpshe.com>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		We are learning to identify what we are looking forward to when we move to a new class	

<https://www.jigsawpshe.com>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring 2	<ul style="list-style-type: none"> • Healthy Me <p>We are learning to take responsibility for our health and make choices that benefit our health and well-being</p> <p>We are learning about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>We are learning to understand that some people can be exploited and made to do things that are against the law</p> <p>We are learning to why some people join gangs and the risks this involves</p> <p>We are learning to understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p>	https://www.jigsawpshe.com/
	Summer 1	<p>We are learning to recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> <ul style="list-style-type: none"> • Relationships <p>We are learning that it is important to take care of our mental health</p> <p>We are learning to how to take care of our mental health</p> <p>We are learning to understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>We are learning to recognise when people are trying to gain power or control</p> <p>We are learning to judge whether something online is safe and helpful for me</p> <p>We are learning to use technology positively and safely to communicate with our friends and family</p>	
	Summer 2	<ul style="list-style-type: none"> • Changing Me <p>We are learning to be aware of our own self-image and how our body image fits into that</p> <p>We are learning to explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>We are learning to describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>We are learning to understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>We are learning to be aware of the importance of a positive self-esteem and what we can do to develop it</p> <p>We are learning to identify what we are looking forward to and what worries us about the transition to secondary school /or moving to our next class.</p>	

Buckingham Primary Academy

12. 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"> • 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 the academy 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 the academy 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, academy and/or other sources

Appendix 3: Parent form: withdrawal from Sex Education within RSE

Parents can request a pupil is withdrawn from the sex education component up until 3 terms before the young person's 16th birthday.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from the sex education component 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	

13. Review of this Policy

Trustees to review this policy every 3 years. It may however review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved