



Built on botheredness . . .

the **enquire**  
learning trust

## **Relationships & Sex Education Policy**



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## Version History

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Date	Author	Version	Comment
Sept 2019			
Sept 2020			Review
Sept 2023			Review

## 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

At Enfield Academy, we shape our Relationships and Sex Education curriculum to ensure it is fully inclusive to every child. It sits alongside our PSHE curriculum and is designed to follow the PSHE Association Scheme of work. Our aims are to provide a broad, balanced and differentiated curriculum that encompasses our school values of ambition, resilience and collaboration.

## 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 follows the PSHE Association resources but this is adapted as and when necessary to meet the needs of the pupils in the school.

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). Online relationships is taught through our Computing curriculum and PSHE curriculum

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

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.

All class teachers will teach RSE to their own classes

### **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
Chaffinch Class Year 1	Autumn Term 1	<p><b>What is the same and different about us?</b></p> <ul style="list-style-type: none"> <li>• What makes them special, recognise the ways in which we are all unique</li> <li>• identify what they are good at</li> <li>• know what they like and dislike</li> <li>• name the main parts of the body including external genitalia, recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> </ul>	Discovery Education Y1 Similarities and Differences
Chaffinch Class Year 1	Autumn Term 2	<p><b>Who is special to us?</b></p> <ul style="list-style-type: none"> <li>• Understand about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• identify the people who love and care for them and what they do to help them feel cared for</li> <li>• know about different types of families including those that may be different to their own</li> <li>• know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>• know about how people make friends and what makes a good friendship</li> <li>• recognise when they or someone else feels lonely and what to do</li> <li>• know simple strategies to resolve arguments between friends positively</li> <li>• know about how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>• know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> </ul>	Discovery Education Y1 Who is Special to us?
Kingfisher Class Year 2	Autumn Term 1	<p><b>What makes a good friend? What is bullying?</b></p> <ul style="list-style-type: none"> <li>• Know about how people make friends and what makes a good friendship</li> <li>• recognise when they or someone else feels lonely and what to do</li> <li>• how to ask for help if a friendship is making them feel unhappy</li> <li>• how to talk about and share their opinions on things that matter to them</li> <li>• that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>• understand how people may feel if they experience hurtful behaviour or bullying</li> <li>• understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>• know about how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>• know there are situations when they should ask for permission and also when their permission should be sought</li> </ul>	Discovery Education Y2 Healthy and Happy friendships

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Kingfisher Class Year 2	Autumn Term 2	<p style="text-align: center;"><b>What are families like?</b></p> <ul style="list-style-type: none"> <li>• know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• identify the people who love and care for them and what they do to help them feel cared for</li> <li>• know about different types of families including those that may be different to their own</li> <li>• identify common features of family life</li> <li>• know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>• know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>• know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>• recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster); that families of all types can give family members love, security and stability</li> <li>• recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>• know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul>	Discovery Education Y2 Families and committed Relationships
Owl Class Y3/4	Autumn Term 2	<p style="text-align: center;"><b>How do we treat each other with respect?</b></p> <ul style="list-style-type: none"> <li>• know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>• know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• know about discrimination: what it means and how to challenge it</li> <li>• recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>• about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>• know that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>• recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> <li>• recognise there are human rights, that are there to protect everyone</li> <li>• know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul>	Discovery Education Happy and Healthy Friendships (Y4)
Owl Class Year 3/4	Spring Term 2	<p style="text-align: center;"><b>How do we change and grow?</b></p> <ul style="list-style-type: none"> <li>• know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>• know where to get more information, help and advice about growing and changing, especially about puberty</li> <li>• recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>• know about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>• know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> </ul>	Discovery Education Coping With Change (Y4)



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Kestrel Class Year 4/5	Autumn Term 1	<p style="text-align: center;"><b>What makes up a persons identity?</b></p> <ul style="list-style-type: none"> <li>• Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>• Know that for some people gender identity does not correspond with their biological sex</li> <li>• recognise their individuality and personal qualities</li> <li>• know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>• know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>• recognise there are human rights, that are there to protect everyone</li> </ul>	Discovery Education <b>Healthy and Happy Friendships: Positive emotional well-being</b>
Kestrel Class Year 4/5	Summer Term 2	<p style="text-align: center;"><b>Coping with Change</b></p> <ul style="list-style-type: none"> <li>• know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>• understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> </ul>	Discovery Education <b>Coping with Change</b>
Eagle Class Year 6	Autumn Term	<p style="text-align: center;"><b>How can we keep healthy as we grow?</b></p> <ul style="list-style-type: none"> <li>• recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>• know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> <li>• know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>• know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> <li>• understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>• recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> <li>• know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>• know about the risks and effects of legal drugs common to everyday life</li> </ul>	Discovery Education <b>Caring and Responsibility Healthy Bodies, Healthy Minds</b>
Eagle Class Year 6	Spring Term	<p style="text-align: center;"><b>Coping with Change</b></p> <ul style="list-style-type: none"> <li>• know about where to get more information, help and advice about growing and changing, especially about puberty</li> <li>• know about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>• know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>• know how friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>• know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> </ul>	Discovery Education <b>Similarities and Differences Coping with Change</b>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Eagle Class Year 6	Summer Term	<p><b>What will change as we become more independent?</b>  <b>How do friendships change as we grow?</b></p> <ul style="list-style-type: none"> <li>• identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>• know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></li> <li>• know where to get more information, help and advice about growing and changing, especially about puberty</li> <li>• understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>• know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>• know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>• know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>• know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>• know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> </ul>	<p>Discovery Education  Healthy and Happy  Friendships  Families and Committed  relationships</p>

## 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"> <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 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</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>

TOPIC	PUPILS SHOULD KNOW
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 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</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>

TOPIC	PUPILS SHOULD KNOW
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, academy and/or other sources</li> </ul>

### 13. 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 16<sup>th</sup> 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	

#### **14. 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.