



Learning, growing, achieving together

An Active Learning Trust Academy

Relationships Education Policy

Including Sex Education

November 2021

| | |
|---|--|
| Lead author/initiator(s): | Bryony Surtees, Head Teacher |
| Next Review Date: | November 2022 |
| Version No: | 2.0 |
| Ratified by: | Isle of Ely Primary School Local Governing Body |
| Date Ratified: | 14 th December 2021 |
| Signed : | |
| Review Timetable: | Bi-annual Review |
| Review: | The document should be updated bi-annually after ratification or earlier if there is any new local or national guidance, changes in process or legislation. |
| Purpose of Document: | To comply with legislation & guidance including: Equality Act 2010, It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively. |
| Links to other policies | This policy links to our PSHE, safeguarding, SEND, wellbeing and behaviour policies |
| Impact on; Safeguarding Equality & Diversity SEND | The children will have a broader knowledge of how to stay safe and form healthy relationships. Teaching will be tailored to the needs of all pupils. |
| Implementation: | The policy can be accessed via the Staff Share and through any mandatory updates. |
| Dissemination: | The policy will be available to all staff, teaching and non-teaching, and to the wider public via the website. |

The Active Learning Trust

Relationships Education Policy

1. Introduction

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision which is to provide the children with the confidence to make well-informed choices about safe relationships and to speak up when they have any question or concern regarding relationships or friendships.

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Education (PSHE), which also includes statutory Health Education. The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, social skills interventions, anti-bullying week, Thrive and an overall focus to develop a healthy school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line

- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

Other school policies are relevant to our provision of RSE: *PSHE, Safeguarding and Child Protection, E-safety, Code of conduct, Behaviour, Anti-Bullying, Inclusion and Equality.*

1. Definitions

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

Please refer to the accompanying document entitled: ‘RSE Curriculum with Framework References’ which clarifies the overlap between the statutory National Curriculum for Science and the non-statutory guidance for PSHE.

2. Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

| | |
|---------------------------------------|---------------|
| Isle of Ely Primary School RSE Policy | November 2021 |
| Version: 2.0 | Page 3 of 13 |

- a. their level of vulnerability to coercion and pressure
- b. their previous experience of negative behaviours in peer or child-adult relationships
- c. their need to learn and demonstrate appropriate behaviour
- d. their need to develop self-esteem and positive body image
- e. the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- f. the management of personal care
- g. clarity about sources of support for pupils.

3. Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership¹¹, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop skills to do the same.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible. We will offer small single-sex groups where cultural or religious views make children and their families feel uncomfortable in mixed-sex

groups. Where teaching in single-sex groups is requested, the needs and wishes of non-binary children will be taken into account.

- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

4. Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

5. Curriculum organisation

At Isle of Ely Primary School, we use the Cambridgeshire PSHE service for our curriculum content. Our Relationships Education Curriculum (see accompanying document) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

| | |
|---------------------------------------|---------------|
| Isle of Ely Primary School RSE Policy | November 2021 |
| Version: 2.0 | Page 5 of 13 |

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children’s lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Other units include: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities. **Please refer to appendix 1 to view our long term plan for PSHE.**

Relationships Education will be taught in:

- PSHE through designated weekly lessons which are delivered by teachers, circle time, focused events and health weeks.
- Enrichment activities, especially our assembly programme, growth mindset approaches, Thrive, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.

Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

6. Our aims for RSE

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school children learn about RSE topics through planned lessons, but also through wider provision and our inclusive school environment.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- understand the attitudes and skills needed to maintain personal hygiene

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

7. Roles and Responsibilities

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.

Staff

| | |
|---------------------------------------|---------------|
| Isle of Ely Primary School RSE Policy | November 2021 |
| Version: 2.0 | Page 7 of 13 |

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils including children with SEND.
- 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.

Pupils

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

8. Assessment and Monitoring

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

The PSHE leader will ask staff to reflect on the effectiveness of learning and their confidence in delivering the RSE curriculum during allocated monitoring time. This will be done through lesson observations and gathering staff voice. Appropriate training and support will be organised following this monitoring time to support staff in delivering the curriculum effectively.

We will ask the children to record key learning activities in a PSHE Book, which follows them through school, to show their development and progress.

Sex Education Policy

1. Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

2. Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

| | |
|---------------------------------------|---------------|
| Isle of Ely Primary School RSE Policy | November 2021 |
| Version: 2.0 | Page 8 of 13 |

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

3. Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

Refer to 'RSE Curriculum with Framework References' for further details.

4. Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter/email/via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5. Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

6. Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHCE Leader parents/carers and pupils to inform judgements about effectiveness.

This policy will be reviewed in November 2022

7. Development of the policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

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 member of staff or working group 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 are able to access the policy and can feedback as they feel appropriate
4. Pupil consultation- we consult with pupils to gain their feedback on their RSE lessons
5. Ratification- once amendments were made the policy was shared with governors and ratified.

Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

| | |
|---------------------------------------|---------------|
| Isle of Ely Primary School RSE Policy | November 2021 |
| Version: 2.0 | Page 10 of 13 |

[Forthcoming statutory status of RSE and Health Education](#) Autumn 2020
[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018
[Sexual Health Improvement Framework](#) 2013
[Transforming Children and young people’s Mental Health Provision](#) July 2018
[Keeping Children Safe in Education 2019](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.
[The link between pupil health and wellbeing and attainment 2014](#) Public Health England
 This policy draws on and is informed by the following national and local documents:
[Sex and Relationships Education for the 21st Century’](#) (Brook, PSHE Association, Sex Education Forum)
[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)
[National Curriculum](#) (DfE 2014)
[Sex and Relationship Education Guidance](#) (DfEE 2019)
[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)
[Programme of Study for PSHE Education](#) (PSHE Association)
[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)
[Health-Related Behaviour Survey](#) 2016 SHEU
[Shhh....No Talking – LGBTQ Inclusive RSE in the UK](#) 2016
[Digital Romance Report](#) December 2017
[‘It’s just everywhere’ Sexism in Schools](#) Report December 2017
[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)
 UKCISS
[International technical guidance on sexuality education](#) UNESCO

Appendix 1 Long Term overview for PSHE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------------|---|---|--|--|---|---|
| Foundation | Beginning and Belonging (Myself and my Relationship 1) | Family and Friends (incl. anti-bullying) (Myself and my Relationship 2) My Emotions (Myself and my Relationship 3) | Identities & Diversity (Citizenship 1) Me and My World (Citizenship 2) | My Body and growing up (Healthy and safer lifestyles 1) | Keeping Safe (Healthy and safer lifestyles 2) | Healthy Lifestyles (Healthy and safer lifestyles 3) |
| Year 1 | Beginning and Belonging (Myself and my Relationship 4) | Family and Friends (incl. anti-bullying) (Myself and my Relationship 6) Anti-bullying (Myself and my Relationship 7) | Diversity and communities (Citizenship 4) | Sex and relationship education (Healthy and safer lifestyles 6) Drug Education (Healthy and safer lifestyles 8) | Personal safety (Healthy and safer lifestyles 9) | Managing Change (Myself and my Relationship 8) |
| Year 2 | Rights, Rules and Responsibilities (Citizenship 5) | My Emotions (Myself and my Relationship 5) Anti-bullying (Myself and my Relationship 7) | Working Together (Citizenship 3) Financial Capability (Economic Wellbeing1) | Sex and relationship education (Healthy and safer lifestyles 10) Drug Education (Healthy and safer lifestyles 8) | Managing risks (Healthy and safer lifestyles 4) Safety Contexts (Healthy and safer lifestyles 5) | Healthy Lifestyles (Healthy and safer lifestyles 7) |
| Year 3 | Beginning and Belonging (Myself and my Relationship) | Family and Friends (Myself and my Relationship 11) Anti-Bullying (Myself and my Relationship 12) | Diversity and communities (Citizenship 7) | Sex and relationship education (Healthy and safer lifestyles 13) Drug Education (Healthy and safer lifestyles 15) | Personal safety (Healthy and safer lifestyles 16) | Beginning and Belonging (Myself and my Relationship 13) |
| Year 4 | Rights, Rules and Responsibilities (Citizenship 8) | My Emotions (Myself and my Relationships 10) | Working Together (Citizenship 6) | Sex and relationship education | Managing risks | Healthy Lifestyles (Healthy and safer) |
| Isle of Ely Primary School RSE Policy | | | | November 2021 | | |
| Version: 2.0 | | | | Page 12 of 13 | | |

| | | | | | | |
|--------|--|---|---|--|---|---|
| | | Anti-Bullying (Myself and my Relationship 12) | Financial Capability (Economic Wellbeing 2) | (Healthy and safer lifestyles 17) Drug Education (Healthy and safer lifestyles 15) | (Healthy and safer lifestyles 11) Safety Contexts (Healthy and safer lifestyles 12) | lifestyles 14) |
| Year 5 | Beginning and Belonging (Myself and my Relationship) | Family and Friends (Myself and my Relationship 16) Anti-Bullying (Myself and my Relationship 17) | Diversity and communities (Citizenship 10) | Sex and relationship education (Healthy and safer lifestyles 20) Drug Education (Healthy and safer lifestyles 22) | Personal safety (Healthy and safer lifestyles 23) | Beginning and Belonging (Myself and my Relationship 18) |
| Year 6 | Rights, Rules and Responsibilities (Citizenship 11) | My Emotions (Myself and my Relationship 15) Anti-bullying (Myself and my Relationship 17) | Working Together (Citizenship 9) Financial Capability (Economic Wellbeing 3) | Sex and relationship education (Healthy and safer lifestyles 24) Drug Education (Healthy and safer lifestyles 22) | Managing risks (Healthy and safer lifestyles 18) Safety Contexts (Healthy and safer lifestyles 19) | Healthy Lifestyles (Healthy and safer lifestyles 21) |