



Relationships & Sex Education Policy

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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 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 Scheme of work. Our aims are to provide a broad, balanced and adapted curriculum that encompasses our school values of respect and resilience.

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

In addition to the science and PHSE curriculum (JIGSAW), the school also teaches a sequence of lessons in the summer term from the 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.

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
Nursery	Summer 1	Relationships • Tell you about my family • Understand how to make friends if I feel lonely • Tell you some things I like about my friends • Know what to say and do if someone is mean to me • Use Calm Me time to manage my feelings • Work together and enjoy being with my friends	Jigsaw Materials Puzzle 5
Nursery	Summer 2	Changing Me Name parts of my body • Tell you some things I can do and some food I can eat to be healthy • Understand that we all start as babies and grow into children and then adults • Know that I grow and change • Talk about how I feel leaving Nursery and moving on to Reception • Remember some fun things about Nursery	Jigsaw Materials Puzzle 6
Reception	Summer 1	Relationships • Identify some of the jobs I do in my family and how I feel I belong • I know how to make friends to stop myself from feeling lonely • Think of ways to solve problems and stay friends • Start to understand the impact of unkind words • Use the Calm Me time to manage my feelings • Know how to be a good friend	Jigsaw Materials Puzzle 5
Reception	Summer 2	Changing Me • Name parts of my body • Tell you some things I can do and some food I can eat to be healthy • Understand that we all start as babies and grow into children and then adults • Express how I feel about moving to Year 1 • Talk about my worries and or the things I am looking forward to about being in Year 1 • Share my memories of the best bits of this year in Reception	Jigsaw Materials Puzzle 6
Year 1	Spring Term	Science – Animals including humans • Know that mammals give birth to live offspring • Know that humans are mammals	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	Relationships - Identify the members of my family and understand that there are lots of different types of families - Identify what being a good friend means to me - Know appropriate ways of physical contact to greet my friends and know which ways I prefer - Know who can help me in my school community - Recognise my qualities as a person and a friend - Tell you why I appreciate someone who is special to me	Jigsaw Materials Puzzle 5
Year 1	Summer 2	Changing Me - Understand the life cycles of animals and humans - How I have changed and stayed the same - How my body has changed since I was a baby - Identify the parts of the body that make boys and girls different (penis, testicle, vagina, vulva, anus) - Understand that every time I learn I change a little bit Know some of the changes that have happened in my life	Jigsaw Materials Puzzle 6
Year 2	Spring Term	Science – Animals including humans Know the different stages of the human timeline: baby, toddler, child, teenager, adult.	
Year 2	Summer 1	Relationships - Identify the different members of my family, understand my relationship with each of them and know it is important to share and cooperate - Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not - Identify some of the things that cause conflict with my friends - Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret - Recognize and appreciate people who can help me in my family , my school and my community - Express my appreciation for the people in my special relationships	Jigsaw Materials Puzzle 5
Year 2	Summer 2	Changing Me - Recognise cycles of life in nature - Know the natural process of growing from young to old and understand that this is not in my control - Recognize how my body has changed since I was a baby and where I am on the continuum from young to old - Recognize the physical differences between boys and girls - Use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private - Understand there a different types of touch and can tell you which ones I like and which ones I don't like	Jigsaw Materials Puzzle 6

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	Relationships - Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females - Identify and put in to practice some of the skills of friendship eg. Taking turns, being a good listener - Know I can use strategies for keeping myself safe online - Explain how some of the actions and work of people around the worlds help and influence my life - Understand how my needs and rights are shared by children around the worlds and can identify how our lives may be different Know how to express my appreciation to my friends and family	Jigsaw Materials Puzzle 5
Year 3	Summer 2	Changing Me - Understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has a baby - Understand how babies grow and develop in the mother's uterus - Understand what a baby needs to live and grow - Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies - Identify how boys' and girls' bodies change on the outside during this growing up process - 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 Recognize stereotypical ideas I might have about parenting and family roles	Jigsaw Materials Puzzle 6
Year 4	Summer 1	Relationships - Recognise situations which can cause jealousy in relationships - Identify someone I love and can express why they are special to me - Tell you about someone I know that I no longer see - Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends - Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older Know how to show love and appreciation to the people and animals who are special to me	Jigsaw Materials Puzzle 5
Year 4	Summer 2	Changing Me - Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm - Correctly label the internal and external parts of male and female bodies that are necessary for making a baby - Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this - Know how the circle of change works and can apply it to changes I want to make in my life Identify changes that have been and may continue to be outside of my control that I learnt to accept	Jigsaw Materials Puzzle 6

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	Science – Living Things and Their Habitats Know the various stages in the process of sexual reproduction	
Year 5	Summer 1	Relationships - Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities - Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends - Understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean - Understand how to stay safe when using technology to communicate with my friends Explain how to stay safe when using technology to communicate with my friends	Jigsaw Materials Puzzle 5
Year 5	Summer 2	Science – Animals including humans - Know the order of the different stages of human development. - Know the 6 stages of human development - Know the main changes that occur during puberty - Know the reasons why changes occur during puberty Know some similarities and differences that girls and boys experience during puberty	
Year 5	Summer 2	Changing Me - Aware of my own self-image and how my body image fits into that - Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally - Describe how boys' and girls' bodies change during puberty - Understand that sexual intercourse can lead to conception and that is how babies are usually made - Understand that sometimes people need IVF to help them have a baby Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	Jigsaw Materials Puzzle 6
Year 6	Autumn 1	Science - Evolution and inheritance - Know that living things produce offspring. - Know that characteristics are passed from parents to their offspring. - Know that although offspring share characteristics with their parents they are not identical Know that offspring share characteristics from both parents.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 1	Relationships • Know that it is important to take care of my mental health • Know how to take care of my mental health • Understand that there are different stages of grief and that there are different types of loss that cause people to grieve • Recognise when people are trying to gain power or control • Can judge whether something online is safe and helpful for me Use technology positively and safely to communicate with my friends and family	Jigsaw Materials Puzzle 5
Year 6	Summer 2	Changing Me • Aware of my own self-image and how my body image fits into that • Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • Describe how a baby develops from conception through the nine months of pregnancy and how it is born • Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend • Aware of the importance of a positive self-esteem and what I can do to develop it Identify what I am looking forwards to and what worries me about the transition to secondary school or moving to my next class.	Jigsaw Materials Puzzle 6

12. Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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	• 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

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 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	

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.