

Relationships and Sex Education Policy

2023 - 2026



This policy will be reviewed on 3 yearly cycle

Person responsible for the Policy:	Headteacher, Deputy Headteacher, RSE Coordinator
Approved by/ date:	June 2023
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1. Introduction

At Revoe Learning Academy, Relationships and Sex Education (RSE) is delivered as part of our PHSE Education curriculum. Our curriculum mainly focuses on the teaching of healthy, respectful relationships. The non-statutory teaching of Primary Sex Education is delivered in upper KS2, in gender specific groups focussing on preparing for the changes that adolescence brings and how a baby is conceived and born.

We use the Coram Life Education curriculum to provide guidance to deliver this. Relationships Education is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned, age-appropriate programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and for staying safe both on and offline. Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

2. Policy Context and Rationale

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

From 2020, it is statutory for schools to deliver Relationships Education in primary schools (please appendix 2). The Department of Education encourages schools to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education was also made statutory from 2020; this covers the key facts about puberty and the changing adolescent body.

This policy covers our approach to Relationships Education and Relationships and Sex Education and it was developed through looking carefully at the Coram Life Education Curriculum, the PSHE Association Programme of Study, the DfE Relationships Education and the Health Education statutory requirements.

3. Policy Development

This policy is co-produced in consultation with governors in the first instance; then staff, pupils and parents. The co-production followed the recognised process of:

Review – a working group, incorporating Governor representation, researched all relevant information including relevant national and local guidance (July 2020)

- Governor discussion and inclusion re the intent, implementation and impact of the teaching of RSE at RLA (September 2020)
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (September 2020)

- Parent/stakeholder consultation – parents and any interested parties were invited to attend drop sessions during parent consultation day to meet about the policy and / or to view the draft policy and offer feedback via safe meetings and links on our website (October 2020)
- Pupil consultation – we investigated what exactly pupils want from their RSE (October 2020)
- Ratification – once amendments were made, this Policy will be shared with the Full Governing Body (November 2020)
- Implementation from January 2021.

4. Review of Policy Autumn 2022

- Nationally recognised PSHE Training attended by Subject Lead Autumn 2022
- Community and Religious Leader consultation(s) and co-production opportunities with SLT, Governors and Subject Lead - Spring 23
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (Spring 23)
- Parent / stakeholder Consultation held Spring and Summer 23 alongside Community governor, with supporting sample teaching resources and frequently asked questions resource (Appendix 4)

5. Curriculum Offer

Our Relationships Education content is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed our curriculum offer in consultation with parents, pupils, staff, governors and community leaders, taking into account the age, needs and cultural backgrounds of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner (please see our 'Answering Questions' section in our PSHE Policy).

Primary Relationships and Sex Education at RLA 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 Appendix 1.

6. Teaching and Learning

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) Education Curriculum.

A variety of teaching and learning methods are used to deliver Relationships Education, e.g. discussion, small group and individual work allowing our children to participate and learn in a way that is comfortable for them.

Lesson content is adapted as required in response to needs and/or experiences. This may include differentiating work for those who happen to have additional needs and/or being sensitive around those who may have experienced trauma. Where appropriate, we invite trained healthcare professionals to contribute to the delivery of Relationships and Sex Education.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships (appendix 2) to help them develop healthy, nurturing relationships of all kinds, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships including friendships
- Online relationships and media
- 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 e.g. Our Children or Young Carers).

7. Roles and Responsibilities

The Local Governing Body - Governors will co-produce this Policy with stakeholders and approve this RSE policy including Curriculum Offer, holding the Headteacher to account for its implementation and review.

The Headteacher - The Headteacher is responsible for ensuring that Relationships Education is taught consistently across RLA and for managing requests to withdraw pupils from the non-statutory/non-Science components of Relationship and Sex Education (see Parent Right to Withdraw below).

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.

Subject leader and Governor responsible for overseeing our RSE Curriculum Offer:

Name	Role
Rebekah Worthington	PSHE Subject Leader
Ashley Hackett	Governor

Confidentiality

Pupils may seek advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Whilst working in the classroom, external contributors, including school nurses, are bound by the school's confidentiality policy, not their own.

If any person believes that a child is at risk or in danger, she/he must discuss this with the designated safeguarding lead (DSL), who acts in line with the Safeguarding Children Policy. All staff members are familiar with the policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

8. Parents' Right to Withdraw and the Decision Making Process

Parents do not have the right to withdraw their children from Relationships Education. The Department for Education states: 'You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.'

Parents do have the right to withdraw their children from the non-statutory components of RSE. The only non-statutory component- Making Babies- takes place in Year 6. Before doing so, parents are encouraged to talk to the class teacher or PSHE coordinator and to view the teaching resources in order to inform any decisions regarding the withdrawal of their child. Requests for withdrawal should be put in writing using the form found in *Appendix 4* of this policy and addressed to the Headteacher, stating their reasons for the withdrawal. The decision to withdraw lies with Headteacher who must consider the reasons in a full, non-judgemental manner. The right to appeal the Headteacher's decision lies with the Chair of Governors and nominated Lead Governor. Appeals must be in writing, stating the grounds for the appeal. All appeals should be responded to in writing within 5 working days.

Alternative work will be given to pupils who are withdrawn from Sex Education.

9. Training

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

The subject leader, under the direction of the Deputy Headteacher, will also invite expert visitors from outside RLA, 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 subject leader and SLT through work scrutiny, learning walks, pupil and stakeholder surveys and observations.

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

This policy will be reviewed by the subject leader, annually. At every review, the policy will be approved by the Headteacher and nominated Lead Governor.

11. APPENDIX 1

RLA's Curriculum Breakdown for Growing and Changing Lessons

SCARF Unit Overview – for further information, please see your class teacher					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Keeping privates private 	<ul style="list-style-type: none"> Keeping privates private 	<ul style="list-style-type: none"> Relationship Tree Secret or surprise? Body Space 	<ul style="list-style-type: none"> My feelings are all over the place! All change! Secret or surprise Together 	<ul style="list-style-type: none"> How are they feeling? Taking notice of our feelings Growing up and changing bodies Period positive Changing bodies and feelings Help! I'm a teenager, get me out of here! Stop, start stereotypes Dear Ash 	<ul style="list-style-type: none"> I look great! Media Manipulation Is this normal? Helpful or unhelpful? Managing change Is this normal? Making babies
Key Progressive Vocabulary Taught					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Toileting Cleaning Private parts Hygiene Keeping Privates Private 	<ul style="list-style-type: none"> Private parts Keeping Privates Private 	<ul style="list-style-type: none"> Private parts Keeping Privates Private 	<ul style="list-style-type: none"> Nipples Penis Testicles Vagina Breasts 	<ul style="list-style-type: none"> Menstrual Cycle Period Eggs Puberty Ovaries Womb Fallopian Tube Uterus Vagina Clitoris Outer lips Inner lips Vulva Anus Vaginal opening Urinary opening Bleed Pubic Hair Foreskin Scrotum Body Hair Feelings Emotions Sanitary Towel Tampon Odour Hygiene 	<ul style="list-style-type: none"> Eggs Sperm Wet dreams Ejaculation Conception Penis Erection Testicle Sexual Intercourse Vagina Fertilise Pregnancy Age of Consent FGM – Female Genital Mutilation

12. APPENDIX 2 - By the end of primary school, most pupils should know:

TOPIC	MOST 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, in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● 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, trust, kindness, generosity, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming to 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 not to trust, how to judge when a friendship is making them feel uncomfortable or unhappy, managing conflict, how to manage such situations and how to seek help or advice from others, if needed
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 school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● 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
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, school and/or other sources

13. APPENDIX 3 - Parent form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
Reason for Withdrawing from Sex Education within Relationships and Sex Education (RSE)			
Any other information you would like the Headteacher at RLA to consider			
Parent signature			
Agreed actions from discussion with parents			
Signed and dated by Headteacher			
Signed and dated by Parent			

14. APPENDIX 4 – Frequently asked questions resource summary for parents and carers (<https://www.coramlifeeducation.org.uk/frequently-asked-questions>)

15. Supporting evidence for teaching our children RSE

The Sex Education Forum (SEF) has published an updated and accessible summary of the latest research evidence about Relationships and Sex Education (RSE). Regarding primary RSE here are the key takeaways:

- There is strong evidence for the effectiveness of child sexual abuse prevention efforts, including teaching young children about body autonomy and communication
- Children who are taught lessons aimed at preventing sexual abuse at school are more likely to tell an adult if they have had, or were actually experiencing sexual abuse
- RSE contributes to changes beyond health outcomes, including increasing gender equality, and building stronger and healthier relationships
- RSE works best if it is delivered in primary school onwards, starting with topics such as personal safety, bodily boundaries and friendships, and responds to the needs of young people as they mature
- Both primary and secondary school pupils, particularly girls, said they need RSE to start earlier
- 25% of girls did not know what to do when they started their period

16. Which parts of SCARF include Sex Education?

The statutory RSHE guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). The DfE statutory guidance states (p. 23) the following in relation to Sex Education:

"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

We define menstruation and wet dreams (all parts of puberty) as falling within Health Education (under the Changing Adolescent Body section) not Sex Education, and therefore part of the statutory requirements. Naming parts of the body, including genitalia, comes under statutory

Relationships Education, within the Being Safe unit; requirement number 7: *'How to report concerns or abuse, and the vocabulary and confidence to do so'*, It also comes under National Curriculum Science where children are required to be able to name the external body parts and so is again statutory.

However, if you feel that your pupils are not ready for this information in the year group it has been suggested within the SCARF curriculum, then schools have the flexibility to deliver the lesson in a later year, when you feel it would best meet your pupils' needs.

Is the teaching of correct words for genitals statutory and when should it start?
We've had a parent ask us if we could use the words 'private parts' instead.

SCARF recommend that the correct words are used and taught from Nursery/Reception. This ensures all children know the correct words to use, and have the language to communicate to any member of staff, if they need to, about anything related to their genital health, as well as for safeguarding purposes.

However, if the parent wants to withdraw their child from Relationships Education lessons in Reception they can. Once parent consultation is complete and a school's RSHE programme is agreed then its implementation is statutory. Parents can't then request that their child be withdrawn from the lessons, except for any non-statutory sex education elements that the school have decided to include.

The statutory guidance states that children should know:

"How to report concerns or abuse, and the vocabulary and confidence needed to do so".

Normalising the use of correct anatomical language from an early age helps reduce the stigma that comes with talking about bodies, puberty and sex. It lays the foundations for children to be able to talk openly about these topics and helps create a safe learning environment that allows questions to be asked and answered in an age-appropriate way. The alternative is that children adopt nicknames for their body parts - often unique to their family. This can lead to confusion and embarrassment in later years. It can also lead to missed opportunities as trusted adults are unable to safeguard children who haven't been taught to use the correct vocabulary.

17. Do schools have to teach about LGBT issues?

Yes, although we would call them LGBT identities or LGBT families. The statutory guidance states that

"...we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." (section 37).

It should be noted that Ofsted have released guidance about how they will inspect schools and that *"...it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this."* Ofsted 19/04/21. They also state that:

“Schools are at liberty to teach the tenets of any faith on the protected characteristics. For example, they may explain that same-sex relationships and gender reassignment are not permitted by a particular religion. However, if they do so, they must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected.”

Our resources are used by many faith schools who see that our values reflect those represented in those of their faith. For example, the Church of England guidance ‘Valuing all God’s children’ (2019) which states *“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT [Homophobia, biphobia and transphobia] bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.”*

A school should also reflect on its own vision and values when putting together its RSE curriculum. We are a diverse and multi-cultural society, home to people from different backgrounds, race, faith and gender. More and more we are learning, working, socialising and mixing with a broader group of people and we must be open to the different perspectives, opinions and needs that this brings.