

# Relationships and sex education policy

## Roseberry Academy



<b>Written by:</b>	<i>Helen Channing</i>	<b>Date:</b> <i>October 2019</i>
<b>Consultation date</b>	Staff: October 2019 – November 2019 Parents: 22 <sup>nd</sup> November 2019 – 20 <sup>th</sup> December 2019 <i>During the consultation periods, there were no concerns expressed, issues raised or requests for any changes to this policy.</i>	
<i>This Policy will be implemented from September 2020 and reviewed annually.</i>		

## Contents

1. Aims .....	2
2. Statutory requirements .....	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum .....	4
6. Delivery of RSE .....	4
7. Roles and responsibilities .....	5
<b>Guidance for Teaching Staff</b> .....	5
8. Parents' right to withdraw .....	6
9. Training.....	6
10. Monitoring arrangements.....	6
Appendix 1:.....	7
Appendix 2: By the end of primary school pupils should know .....	9
Appendix 3: Parent form:.....	12

---

## 1. Aims

The aims of relationships and sex education (RSE) at our school 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

. Our values underpin all teaching and in all subjects, including SRE; we encourage:

- Awareness, understanding and respect for self, including self-confidence and self-esteem
- Awareness and respect for others and their views
- Consideration and responsibility for choices and actions
- Awareness of the need for a set of values to guide their own behaviour and their relationships with others
- Responsibility and care for family, friends, school and wider community appropriate communication and social skills

SRE will develop children's personal and emotional development and children's knowledge and understanding

SRE is learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care

It is about the teaching of sex, sexuality and reproduction, the links between sex and loving relationships and raising awareness of appropriate confidential advice and support (at an age appropriate level)

## 2. Statutory requirements

As a primary academy school 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 includes 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](#).

*Section 2.A of the funding agreement states: 'The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.'*

## 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:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment upon the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with the Enquire Learning Trust Academy Improvement Committee and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, changes in our bodies during puberty (Years Five and Six only), reproduction (sex ed in Year Six only), 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 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. We believe that pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

In the Early Years Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. Puberty will be addressed in Years 5 and 6, where changes to the body and emotions will be taught. Sexual relationships are considered at Year 6 and children are made aware that choices are personal, based upon the law, emotional and physical development and relationships.

Although sex education is not compulsory in primary schools, we are mindful that children may be misinformed by peers as they mature. We therefore choose to give children in Years Five and Six relevant, age appropriate information regarding preparing boys and girls for the changes that adolescence brings (Years Five and Six) and how a baby is conceived and born (Year Six).

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

### Organisation, Planning, Delivery and Resources

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).

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). The National Curriculum for Science and PSHCE will be adhered to when planning SRE.

RSE will be delivered in staff teams / pairs (teachers will never deliver this subject alone) in line with DfE Sex and Relationship Guidance. The age, maturity and Special Educational Needs of children will always be considered when programmes of work are planned and delivered to meet the needs of all children whilst ensuring that RSE is taught in line with DfE requirements.

To ensure full coverage, SRE is addressed in two ways:

- Through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (e.g. under a heading such as 'My body', 'Growing up', healthy lifestyles etc)
- Through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and have an impact.
- Puberty will be taught in Years 5 and 6. Children watch a short online DVD about puberty, [www.healthpromotion.ie/health/inner/busy\\_bodies](http://www.healthpromotion.ie/health/inner/busy_bodies), followed by a simple talk from teaching staff. This is delivered in single gender groups for question and answer sessions.
- Sex education will be taught in Year 6 only during blocked, stand-alone, sessions delivered by teachers and teaching assistants. Year Six children learn about sex and reproduction together. Children are then split into single gender groups again in order to have a chance to discuss their thoughts and feelings in a comfortable and safe environment, with school staff. The online DVD which we use is available for parents and carers to view at [www.healthpromotion.ie/health/inner/busy\\_bodies](http://www.healthpromotion.ie/health/inner/busy_bodies)
- A questions box will be placed in classrooms to allow children to post questions before, during and after lessons. Questions will be addressed through incorporating answers in future lessons, or through speaking with individuals.

For more information about our RSE curriculum, see Appendices 1 and 2.

## 7. Roles and responsibilities

### 7.1 Governors

The Enquire Learning Trust Academy Improvement Committee 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 school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

All teaching 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 those with Special Educational Needs and/or Disabilities
- 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 Principal.

### Guidance for Teaching Staff

- SRE will never be taught by a lone member of staff, but by a teacher with the support of another teacher, Teaching Assistant or school nurse.
- Staff should ensure that they feel comfortable teaching SRE and that they understand fully what is to be taught and the content of this Policy.
- The correct terminology will be used to name parts of the body.

- As it is not considered to be age appropriate, the topics of contraception and abortion are not covered in SRE. If children ask questions regarding these subjects, they will be told that ‘the planned lessons do not include these topics for this year group’ but that ‘contraception prevents a pregnancy’ and ‘abortion is the ending of a pregnancy before a baby is ready to be born’. No further discussion should be entered into and children will be advised to speak to adults at home regarding these subjects. Parents and carers will make the decision as to what their children should learn according to their child’s age and emotional maturity.
- Questions regarding sex will be answered using simple, scientific facts at the child’s emotional level. Staff need to generate an atmosphere where questions and discussion on SRE can take place without embarrassment.
- If a child asks a question with the intent to shock or cause embarrassment, it will be addressed individually, but with two staff members present.

## 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 **do**, however, 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 Principal.

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 school, 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, Mrs Helen Channing, through planning and book scrutinies, discussions with staff, Principal pop-ins and Enquiry walks.

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

This policy will be reviewed by the Leader of Learning, Mrs Ruth Murton, annually. At every review, the policy will be approved by the Principal, Mrs Helen Channing.

## Appendix 1:

### Relationships and sex education curriculum map

---

*NB Statements in italics are part of the National Curriculum Science requirements.*

#### **By the end of Key Stage 1**

##### **Pupils will be able to:**

- *recognise and compare the main external parts of the bodies of humans*
- *recognise similarities and differences between themselves and others and treat others with sensitivity*
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

##### **Pupils will know and understand:**

- *that animals, including humans, grow and reproduce*
- *that humans and animals can produce offspring and these grow into adults*
- the needs of babies and young people
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts

## **By the end of Key Stage 2**

### **Pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others
- recognise their changing emotions with friends and family and be able to express their feelings positively
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems

### **Pupils will know and understand:**

- *that the life processes common to humans and other animals include growth and reproduction*
- *about the main stages of the human life cycle*
- about the physical changes that take place at puberty, why they happen and how to manage them

In Year 5, children will learn about the physical and emotional changes that take place during puberty, including the menstrual cycle. In Year 6, children will learn that 'reproduction is the result of the joining of male and female cells' and how this occurs in simple, scientific terms.

[www.healthpromotion.ie/health/inner/busy\\_bodies](http://www.healthpromotion.ie/health/inner/busy_bodies)

Our PSHCE curriculum is supported and enhanced through the use of NSPCC materials and representatives. Every two years, we take part in an NSPCC keeping safe programme, consisting of age appropriate assemblies and workshops for Key Stage One and Key Stage Two children.



## 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 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</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 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</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>
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, school and/or other sources</li> </ul>



**Appendix 3: Parent form:**

<b>Roseberry Academy</b> <b>Withdrawal from sex education within RSE</b> <b>TO BE COMPLETED BY PARENTS</b>			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	
Principal signature	