



Relationships and Sex Education Policy (From 2020)

Enquire Learning Trust
Ever Curious, Always Learning

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Version History

Date	Author	Version	Comment

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 Welholme 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 Jigsaw Scheme of work. Our aims are to provide a broad, balanced and differentiated curriculum that encompasses our school values of collaboration, resilience, nurturing and aspirational.

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

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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 Welholme Academy.

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
FS1/FS2	Autumn 1	<u>Being in my world</u> <ul style="list-style-type: none"> • Self-identity • Understanding feelings 	Jigsaw Piece 1 – BM
	Autumn 2	<u>Celebrating difference (families / caring friendships)</u> <ul style="list-style-type: none"> • Families • Making friends 	Jigsaw Piece 2 – CD
	Spring	<u>Healthy Me</u> <ul style="list-style-type: none"> • Safety 	Jigsaw Piece 4 – HM
	Summer 1	<u>Relationships (Respectful Relationships)</u> <ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	Jigsaw Piece 5 – R
	Summer 2	<u>Changing Me</u> <ul style="list-style-type: none"> • Bodies • Respecting my body 	Jigsaw Piece 6 - CM

		<ul style="list-style-type: none"> • Growing up • Growth and change • Fun and Fears • Celebrations 	
Year 1	Autumn 1	<u>Being in my world</u> <ul style="list-style-type: none"> • Feeling special and safe 	Jigsaw Piece 1 – BM
	Autumn 2	<u>Celebrating differences (Respectful relationships)</u> <ul style="list-style-type: none"> • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating differences in everyone 	Jigsaw Piece 2 – CD ICT curriculum.- lesson 8.
	Spring	<u>Healthy me</u> <ul style="list-style-type: none"> • Being safe IT online safety- going places safely <u>Animals including humans</u>	Jigsaw Piece 4 - HM ICT curriculum lesson 1&2. Science curriculum.
	Summer 1	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Relationships (Respectful relationships)</u> <ul style="list-style-type: none"> • Belonging to a family • Making friends / being a good friend • Qualities as a friend and a person • Being a good friend to myself • Celebrating special relationships 	Jigsaw Piece 5 - R
	Summer 2	<u>Changing me (Sex Education)</u> <ul style="list-style-type: none"> • Lifecycles – animal and human 	Jigsaw Piece 6 - CM

		<ul style="list-style-type: none"> • Changes in me • Changes since being a baby • Differences between male and female bodies • Linking growing and learning • Coping with change • Transition 	
Year 2	Autumn 1	<u>Being me in my world</u> <ul style="list-style-type: none"> • Safe and fair learning environments • Recognising feelings 	Jigsaw Piece 1 – BM
	Autumn 2	Celebrating differences (Caring friendships / respectful relationships) <ul style="list-style-type: none"> • Assumptions and stereotypes and gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends 	Jigsaw Piece 2 – CD
	Spring	ICT online safety unit lessons 1-7 <u>Animals including humans</u> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	Jessie and Friends video-episode 2&3. Science curriculum.

	Summer 1	<u>Relationships (Respectful Relationships)</u> <ul style="list-style-type: none"> • Different types of family • Friendship and conflict • Trust and appreciation • Expressing appreciation for special relationships 	Jigsaw Piece 5 – R
	Summer 2	<u>Changing me (Sex Education)</u> <ul style="list-style-type: none"> • Lifecycles in nature • Growing from young to old • Increasing independence • Differences in female / male bodies • Assertiveness • Preparing for transition 	Jigsaw Piece 6 - CM
Year 3	Autumn 1	<u>Being in my world</u> <ul style="list-style-type: none"> • Self-identity and worth • Seeing things from others perspectives <p>ICT unit of work.</p>	Jigsaw Piece 6 – BM
	Autumn 2	<u>Celebrating differences (families and respectful relationships)</u> <ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving / receiving compliments 	Jigsaw Piece 2 –CD
	Spring	<u>Healthy me (Respectful relationships)</u> <ul style="list-style-type: none"> • Respect for myself and others 	Jigsaw Piece 4 –HM

	Spring	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Peer pressure • Celebrating inner strength <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions 	Jigsaw Piece 4 – HM
	Summer 1	<p><u>Relationships (Respectful relationships)</u></p> <ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and falling out • Girlfriends and boyfriends • Showing appreciation to people and animals 	Science. Jigsaw Piece 5 – R
	Summer 2	<p><u>Changing Me (Sex Education)</u></p> <ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition 	Piece 6 - CM
Year 5	Autumn 2	<u>Celebrating difference (Respectful relationships)</u>	Jigsaw Piece 2 – CD

		<ul style="list-style-type: none"> • Rumours and name calling • Types of bullying • Respecting other cultures <p>ICT curriculum- Lets fight it together –lesson 1</p>	
	Spring	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. 	<p>ICT curriculum.</p> <p>Science.</p>
	Summer 1	<p><u>Relationships (Respectful relationships / online relationships and being safe)</u></p> <ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gambling / gaming • Reducing screen time • Dangers of online grooming • SMARRT Internet safety rules <p>ICT curriculum- Lets fight it together –lesson 1</p>	<p>Piece 5 – R</p>
	Summer 2	<p><u>Changing me (Sex Education)</u></p> <ul style="list-style-type: none"> • Self and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception • Growing responsibility 	<p>ICT curriculum.</p> <p>Piece 6 - CM</p>

		<ul style="list-style-type: none"> • Coping with change • Preparing for transition 	
Year 6	Autumn 2 Spring	<p><u>Celebrating differences (Respectful relationships)</u></p> <ul style="list-style-type: none"> • Understanding bullying <p>ICT curriculum- lesson 1&2. How can I be an upstander?</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • Taking personal responsibly • Emotional and mental health • Managing stress <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	Jigsaw Piece 2 – CD ICT curriculum. Piece 4 –HM Science.
	Summer 1	<p><u>Relationships (Respectful / online relationships)</u></p> <ul style="list-style-type: none"> • Mental health 	Jigsaw Piece 5 – R

	<p>Summer 2</p>	<ul style="list-style-type: none"> • Identifying mental health worries and sources of support • Love and loss • Managing feeling • Power and control • Assertiveness • Technology safety • Take responsibility with technology use <p>ICT curriculum – Mind your tone! Lesson 4.</p> <p><u>Changing me (Sex education)</u></p> <ul style="list-style-type: none"> • Self / body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends and girlfriends • Sexting • Transition 	<p>ICT curriculum.</p> <p>Piece 6 - CM</p>
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12. Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<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, 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	<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 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	<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

TOPIC	PUPILS SHOULD KNOW
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, academy and/or other sources

13. 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