



Relationships and Sex Education Policy

Approved and signed by the Learning and Standards
Committee by virtual meeting

14.06.21

RENEWAL DATE: June 2022

Summer 2021

CONTENTS

1. Aims
2. Statutory Requirements
3. Policy Development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and Responsibilities
8. Parents' Right to Withdraw
9. Training
10. Monitoring Arrangements

- | | |
|------------|--|
| Appendix 1 | Curriculum Map
<i>PSHE, including Relationships and Health Education Map (PSHE Association Question-Based model)</i> |
| Appendix 2 | Department for Education's Statutory Guidance
<i>By the end of primary school pupils should know:</i> |
| Appendix 3 | The Christopher Winter Project Resource Overview |
| Appendix 4 | Parent Form: Withdrawal from Sex Education within RSE |

1. Aims

The aims of Relationships and Sex Education (RSE) within Discovery Multi Academy Trust is 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.

2. Statutory Requirements

As Primary Academy Schools, 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 Discovery Multi Academy Trust we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, parents and pupils. The consultation and policy development process involved the following steps:

- Review – a member of staff (or working group) pulled together all of the related 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 view a presentation about the policy, and offer any comments or feedback.
- Pupil consultation – we investigated what exactly pupils want from their RSE.
- Ratification – once amendments were made, the policy was shared with the Board of Trustees 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.

Teaching RSE is important in supporting our pupils to be happy, healthy and safe. We also want to equip pupils for the future, so that in their adult life they can make a positive contribution to society.

We are introducing Relationships and Sex Education to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, recognising the difference between online and offline friendships, and the changes that humans go through when growing up into adults.

In order to do this, it is important for us to be aware of local issues, and to ensure that we can tailor our provision to meet the needs of all of our pupils.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our Relationships Education curriculum is set out as per Appendix 1 and follows the PSHE Association Question-Based Model. This model covers all of the Department for Education's statutory requirements for Relationships Education, RSE and Health Education, within a comprehensive PSHE education programme. However, we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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 that they are fully informed and don't seek answers online.

Primary Sex Education will focus on:

- Growing Up: Preparing boys and girls for the changes that adolescence brings.
- Cycle of Life: Sexual reproduction, including how a baby is conceived and born.

For more information about our curriculum, see Appendices 1, 2 and 3.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum - following the PSHE Association Question-Based Model. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

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).

Resources used during RSE will show a variety of family structures e.g. pictures/stories.

We are sensitive to the language that we use, within school, when discussing families and gender e.g. the use of mums/dads and boys/girls.

We are mindful to avoid stereotyping 'typical boy' and 'typical girl' interests/themes/topics when planning activities and lessons.

Any language used in a derogatory way by pupils – is dealt with in line with our school 'Managing and Supporting Positive Behaviour' policy.

Pupils also receive stand-alone Sex Education sessions in Years 5 & 6, which are delivered by school staff. Trained health professionals may also be invited into school to support with this. These sessions link closely to the Science curriculum.

In order to further support the teaching of RSE, we will be using resources from the Christopher Winter Project. This will ensure that the curriculum develops the knowledge and skills, as children learn, about the physical and emotional changes of puberty and about reproduction – see Appendix 3 for the curriculum and resource overview.

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

7. Roles and Responsibilities

7.1 The Board of Trustees

The board of Trustees will approve the RSE policy, and hold the CEO to account for its implementation.

The Heads of School will have delegated responsibility to manage the day-to-day implementation of the policy.

7.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, 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
- Ensuring that local data regarding health is used to tailor provision, in order to meet the needs of all pupils
- Responding to the needs of individual pupils
- Safeguarding: staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate, can lead to a disclosure of a child protection issue and standard safeguarding procedure would be followed in these instances, alerting the Designated Safeguarding Lead.
- 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 Head of School.

All teachers are responsible for teaching RSE at each school, within Discovery Multi Academy Trust.

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 4 of this policy and addressed to the Head of School.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff training on the delivery of RSE is included in our Continuing Professional Development calendar.

The Head of School may 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 Head of School through planning reviews, lesson monitoring and MAT-wide reviews.

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

This policy will be reviewed by the CEO every two years. At every review, the policy will be approved by Board of Trustees.

Appendix I: Curriculum Map

PSHE, including Relationships and Health Education Map (PSHE Association Question-Based model)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Personal, social and Emotional Development					
	Understanding of the world					
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people have?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	What makes up a person's identity? (Year 5 Autumn 1)	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	How can we help in an accident or emergency?	What decisions can people make with money?	What jobs would we like?	How can friends communicate safely?	How can drugs common to everyday life affect health?	How will we grow and change? (Year 4 Spring 1)
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix 2: Department for Education's Statutory Guidance

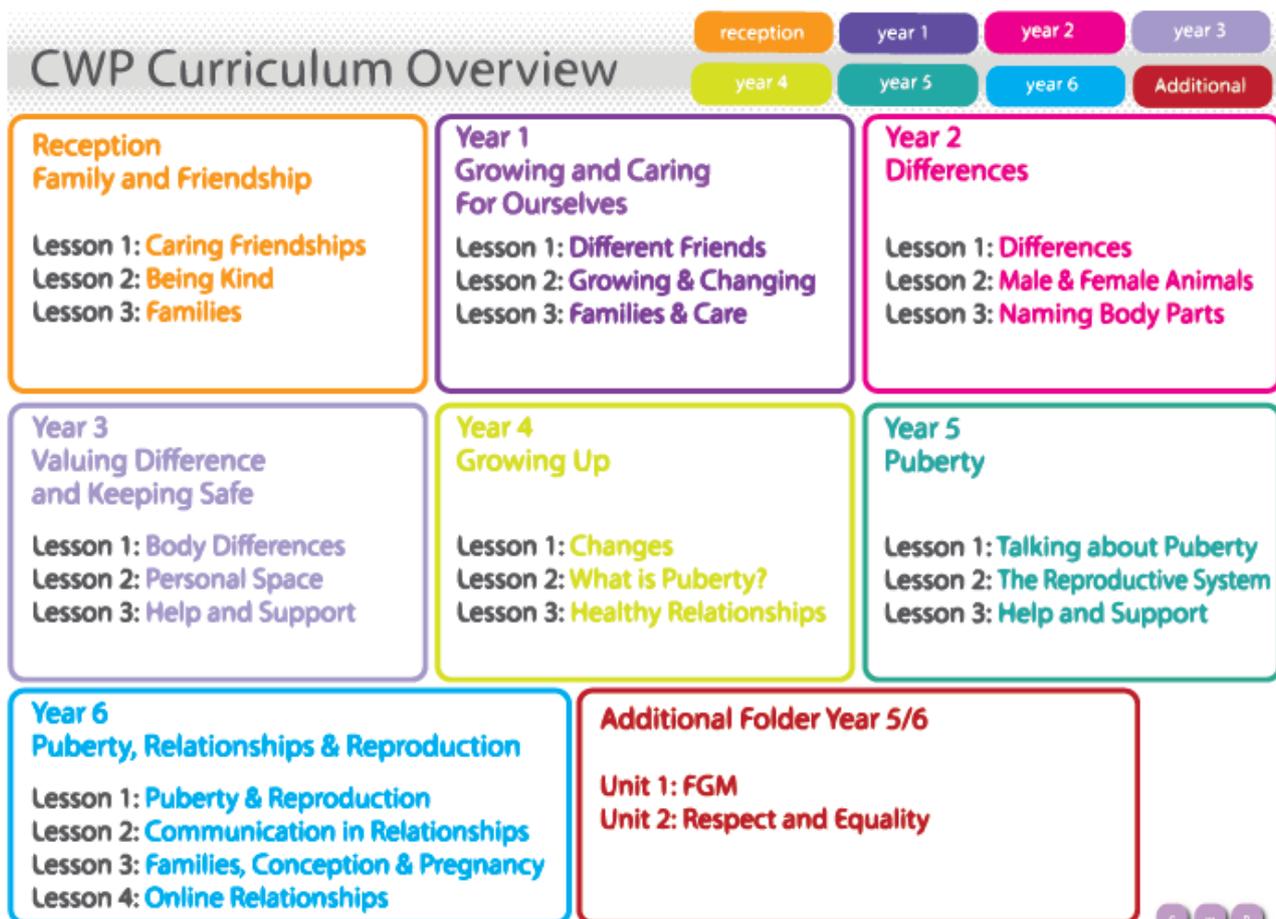
By the end of primary school pupils should know:

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 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

TOPIC	PUPILS SHOULD KNOW
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
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

TOPIC	PUPILS SHOULD KNOW
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

Appendix 3: The Christopher Winter Project Resource Overview



Appendix 4: Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent			

Reason for withdrawing from sex education within relationships and sex education

--

Any other information you would like the school to consider

--

Parent
Signature:

Date:	
-------	--

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from
discussion with
parents

Head of School:	
Date:	