

This Policy was adopted by the governing body of

**Half Acres Primary Academy**



*'Aspiring To Achieve - Enriching Lives'*

# **Relationships and Sex Education (RSE) POLICY**

**Dated: September 2021**

**Date for Review: September 2023**

## **Parties involved in the Relationships and Sex Education (RSE) policy's development and consultation**

- Senior Leadership Team
- Parents contributing feedback and views about RSE provision
- Governing body

The policy reflects the DfE 2000 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority. All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the schools' website. Hard copies will also be available at the school's office.

## **Definition of RSE**

At Half Acres Primary Academy we define RSE as follows:

- 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 also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE is not about the promotion of sexual activity.

## **Aims and Outcomes of RSE in the curriculum**

The aims of RSE at Half Acres Primary Academy are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE
- 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

RSE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality,

responsibility, care and compassion

- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

## **Morals, Values, Equalities and Safeguarding**

The RSE programme reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

## **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](#). Whilst we do not have to follow the National Curriculum, 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. Half Acres Primary Academy has chosen to follow all elements of the National Curriculum and include coverage of the key science elements, which contribute towards RSE.

In teaching RSE, we are required by our funding agreements to have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Half Acres Primary Academy, we teach RSE as set out in this policy.

## **How Relationships and Sex Education is organised in the curriculum**

Our curriculum plan is set out as per Appendix 1 but we may need to adapt it as and when necessary. Please look at the Progression Grid for more detail regarding RSE coverage within each year group.

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 pupils are fully informed and don't seek answers online.

We recognise that the elements of sex education that are not included in the science curriculum, are not compulsory in primary schools; however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school.

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

## **Delivery**

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 in Years 5 and 6 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

Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

At Half Acres Primary Academy, primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born
- Keeping safe

#### Methods of delivery:

- RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Subject specific vocabulary will be used throughout the RSE and PSHE curriculum
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police.
- External agencies and Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

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

### **Parental involvement**

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through newsletters, parents' evening, in policy development, the school website, displays and an open-door policy. To promote effective communication and discussion between parents and their children we encourage an open door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

### **Parental rights to withdraw their children**

Parents do not have the right to withdraw their children from the 'relationships' education curriculum, however parents do have the right to withdraw their children from sex education, with the exception of any statutory science curriculum content.

Effective methods to communicate the schools' approach to RSE, including the parental right to withdraw their child, will be through the schools' website, the RSE policy and during information sessions and literature delivered to parents.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of the sex education aspect of the curriculum are invited in to see the teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Once a child has been withdrawn he/she cannot take part in the sex education aspect of the programme until the request for withdrawal has been removed.

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

## **Ground Rules**

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

## **Inclusion**

The RSE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Half Acres Primary Academy and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

## **Confidentiality and Child Protection Issues**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he will raise this with the named Designated Safeguarding Lead who will take action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

## **How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed**

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances, this is set out in the academy's PSHE / RSE Progression Grid. Class teachers assess pupils' understanding and progress through formative and summative processes. These include task outcomes, questioning and observation.

The delivery of RSE is monitored by the RSE Lead and Senior Leaders through:

- Session drop ins
- Pupil voice
- Work scrutinies
- Learning walks

## **Professional Development for Staff**

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at professional development meetings and INSET days.

## **Links with Other Policies**

This RSE Policy is supported by, but not limited to:

PSHE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits

Confidentiality Policy

Equality Policy  
Anti-bullying Policy  
Intimate Care Policy  
Relationship and Sex Education Guidance - DfE

### Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Signed by Headteacher		Date:	September 2021
Signed by Chair of Governors		Date:	September 2021

**Appendix 1: Curriculum Overview Map Relationships and sex education curriculum overview map**

<b>Year Group</b>	<b>Topic / Theme</b>
1	<p>Families</p> <p>Caring friendships</p> <p>Respectful, safe relationships</p> <p>My special people</p> <p>Online safety</p>
2	<p>Respectful, safe relationships</p> <p>Caring friendships</p> <p>We are growing - human life cycle</p> <p>Everybody's body</p> <p>Privacy</p> <p>Online safety</p>
3	<p>Families</p> <p>Respectful, safe relationships</p> <p>Similarities and differences</p> <p>What makes a good friend?</p> <p>Falling out with friends</p> <p>Online safety</p>
4	<p>Caring families</p>

	<p>Healthy, respectful friendships</p> <p>Puberty - Time to change</p> <p>Puberty - Personal hygiene</p> <p>Online safety</p>
5	<p>Respectful, safe relationships</p> <p>Similarities and differences</p> <p>Healthy friendships</p> <p>Puberty - Changes in males and females</p> <p>Puberty - Emotions and feelings</p> <p>Online safety</p>
6	<p>Positive relationships</p> <p>Respectful, safe friendships</p> <p>Marriage and Civil Partnerships</p> <p>Puberty</p> <p>Change and becoming independent</p> <p>Positive and healthy relationships</p> <p>How a baby is made</p> <p>Online safety</p>

## 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>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

### Appendix 3: Parent form for 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			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
Headteacher signature			