

Relationship and Sex Education Policy

Policy Sign off

	Reviewer	Approver	Date
Reviewer / Approver	Jamie Stevenson (Inclusion Manager)	LAC	Summer 2021
	Next Review		Summer 2022

Related policies: Safeguarding, Anti-Bullying, SEND Policy

Intent

1. Provide pupils with the knowledge and skills needed to form healthy, loving and committed relationships.
2. Prepare pupils for the physical and emotional changes that puberty brings and how to
3. Know how to make informed choices and manage risks.

Statutory Requirements

As an academy we must provide Relationships Education to all pupils as stated in section 34 and 35 of the Children Social Work Act 2017 **(Appendix 1)**.

It is not compulsory for primary schools to teach Relationship and Sex Education (RSE) other than what is a statutory requirement of the National Science Curriculum **(Appendix 2)**. In teaching RSE the academy must have regard for the following guidance:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- SEND Code of Practice: 0-25 years (2014)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (2020)

Definition of RSE

Relationship Education starts with teaching pupils what an appropriate relationship looks like with family and friends, the role of the family, what friendship is and who the people are that can support them.

Relationship and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, intercourse, the reproduction cycle and methods to avoid this, human sexuality and sexual health. It should equip pupils with the skills, knowledge and values needed to have safe and fulfilling relationships and be responsible for their sexual health and well-being.

Policy Development

This policy has been developed in consultation with both staff, school governors and parents. It will be available to parents via the academy website. As part of our whole school approach to RSE, parent/carer information sessions will be held annually, allowing the opportunity for parents/carers to view the materials and resources used across the school for each year group. Parents/carers will be informed when RSE will be taught via the academy newsletter and via text. The policy will be reviewed annually by the Inclusion Manager, Headteacher and Interim Academy Board. This will ensure that it reflects the latest guidance by the Department for Education.

Curriculum

Paxton Academy Sports and Science RSE programme is an integral part of our whole school PSHE education provision and is taught in our Growing and Changing unit, forming part of our larger whole summer term topic of Health and Well-being.

The academy will ensure that RSE lessons are broken down into manageable sizes and communicated clearly to pupils in a carefully sequenced order to ensure that the content is an age appropriate level and in-line with other curricular areas e.g, the Science Curriculum. When appropriate lessons will be differentiated by the class teacher to ensure that every pupil has access to the content being delivered e.g. threw being supported as a smaller focus group during the lesson, ensuring that scientific vocabulary used is understood etc.

High quality media resources may be used to support our RSE provision e.g. video clips, scientific pictures to support and promote understanding within a morals and values context. They will be regularly reviewed to ensure that they reflect current best practice and guidance issued by the Department for Education. Teachers will ensure that these are appropriate to the year group being taught.

Assessment of RSE will take the form of formative assessment. Teachers and Teaching Assistants will monitor pupils learning and progress throughout the lesson and provide ongoing feedback and support when needed. An overview of what is taught in our RSE unit, Growing and Changing can be found in **Appendix 3**.

Paxton Academy will ensure a safe learning environment by discussing the expectations of behaviour e.g. being respectful towards others, using appropriate scientific language, inappropriate/offensive comments about genders and or ethnicities etc before the beginning of the lesson. Pupils will have the opportunity to ask questions anonymously throughout the lesson, these will be answered by the members of staff teaching them. Where staff think that questions are not appropriate to be answered and parents/carers will be informed by the class teacher at the end of the day for them to discuss at home.

Safeguarding

Staff are aware that effective RSE, which teaches what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. As part of the academy's Safeguarding Policy, staff are expected to consult with the Designated Safeguarding Lead, and in their absence, with one of the Deputy Designated Safeguarding Leads regarding the concern in question, this will also be logged on the schools logging system, CPOMs.

Roles and Responsibilities

PSHE Strategic Lead

The Relationship and Sex Education programme will be led by the Inclusion Manager, Jamie Stevenson, who has overall responsibility for its implementation across the academy on a day-to-day basis. The Inclusion Manager will ensure that the RSE policy reflects current government legislation and is updated on a yearly basis.

Interim Academy Board (IAB)

The IAB will approve the RSE policy and be part of a working group that develops and reviews it yearly.

Staff

Class teachers will be responsible for:

- Teaching RSE lessons.
- Using the appropriate, scientific vocabulary when referring to the human body.
- Monitoring the progress of pupils throughout.

Pupils

Pupils are expected to engage fully in lessons, using the appropriate scientific language modelled by staff and treat their peers with respect when discussing views that may differ from their own.

Parents Right to Withdraw

Parents/carers do not have the right to withdraw their child/ren from components covered as part of Relationship Education (**Appendix 1**). Parents/carers have the right to withdraw their child/ren from the non-statutory 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 be addressed to the Headteacher. Pupils withdrawn will be provided with alternative work that can be completed in another class.

Appendix 1

Statutory Guidance from the Department of Education: by the end of Primary School pupils will be able to:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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 marriage¹³ 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.
<p>Caring Friendships</p>	<p>Pupils should know</p> <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.
<p>Respectful Relationships</p>	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 2

National Science Curriculum

	Statutory Requirements	Non-statutory guidance
Year 1	<p>Animals, including humans</p> <p>Pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated</p>	<p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</p>
Year 2	<p>Animals, including humans</p> <p>Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults.</p>	<p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals</p>
Year 5	<p>Animals, including humans</p> <p>Pupils should be taught to: describe the changes as humans develop to old age Living things and their habitats Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life processes of reproduction in some plants and animals</p>	<p>Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</p>

Appendix 3-Curriculum Outline

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 4

Parent Form-Right to Withdraw

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	