



# **Relationships and Sex Education Policy**

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All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a RSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **1 Definition**

### **Relationship Education**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019), which states that ‘the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. For all maintained schools there is a statutory duty to provide Health Education where subject content is also taught through the national science curriculum, ‘such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.’ (DfE, 2019).

### **Health Education and Sex Education**

Effective Relationships and Health Education can make a significant contribution to the development of the ‘fundamental building blocks and characteristics’ which establish and maintain positive relationships with other children and adults. It enables children to make responsible and informed decisions about their health and well-being. We interpret sex education to mean puberty, intercourse, conception, reproduction and birth. These themes, except for intercourse and conception, are statutory in either the Health Education or the National Science curriculum. RSE is not about the promotion of sexual activity.

## **2. 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

The DfE (2019) states that ‘children should be taught about healthy friendships and positive relationships, including those that apply online and how to have respect for others in an age-appropriate way. Pupils should also learn about positive and emotional wellbeing and be taught the knowledge to recognize and report abuse. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate and sensitive manner so they are fully informed and do not seek answers from unreliable sources.

RSHE includes sensitive topics. It is, therefore; possible that discussions will prompt safeguarding disclosures which, in line with our safeguarding policies and procedures, will be dealt with appropriately. Appropriate steps will be taken to provide additional support for children if required. Pupils will be given opportunities to report any concerns they may have either that day or the following day.

RSE also relates to the school’s ethos and values: Values are the things which we think are important in life. Our values affect the behaviour choices we make. Having a value-based approach

and attitude will help people discover the very best of themselves. It is an approach that will enable learners to flourish, making a difference to the world through who and how they are. When we actively engage with values, we start to make better choices about our attitudes and responses.

### **3. 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 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 Roebuck Academy we teach RSE as set out in this policy.

### **4. 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 member of staff or working group 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

### **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.

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. At Roebuck Academy we use the Jigsaw scheme of work. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a class teachers. 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 Governing Body**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The Headteacher**

The headteacher 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
- › 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 headteacher.

### **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**

Relationship Education and Health Education is statutory, including puberty.

Parents do not have the right to withdraw their children from relationships education. It is important that all children receive this content to ensure they are given opportunities to develop the 'fundamental building blocks and characteristics of positive relationships' and to support the safeguarding of children by equipping them with the tools to make responsible and informed decisions about their health and wellbeing

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

In Year 4, pupils will be taught two lessons on conception and birth, which parents have the right to withdraw their children from. In Year 5, pupils will be taught a lesson on understanding the place of sexual intercourse in a relationship and how this can lead to conception and the wonder of new life. Children in Year 5 will be shown animations of the female and male reproduction system. Pupils in Year 6, will be taught a lesson on the story of pregnancy and birth with animations of the female and male reproductive systems.

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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

In all other year groups, RSE lessons are taught as laid out in the national science curriculum. The science curriculum includes content on parts of the human body, and human development, including the life processes of reproduction in some plants and mammals, which there is no right to withdraw.

## **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 headteacher 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 Lisa Hnatiuk alongside the Senior Leadership Team on a regular basis through: planning, work scrutinies, pupil voice, learning walks, etc. Governors may scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the SRE Lead at least annually.

Reviewed: June 2023

Next review: June 2024

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 2	<u>Changing me</u>  Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Provided within Jigsaw scheme
Year 1	Summer 2	<u>Changing me</u>  Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Provided within Jigsaw scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	<u>Changing Me</u>  Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	Provided within Jigsaw scheme
Year 3	Summer 2	<u>Changing me</u>  How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Provided within Jigsaw scheme
Year 4	Summer 2	<u>Changing me</u>  Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Provided within Jigsaw scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	<p><u>Changing me</u></p> <p>Self- and body image            Influence of online and media on body image            Puberty for girls            Puberty for boys            Conception (including IVF)            Growing responsibility            Coping with change            Preparing for transition</p>	Provided within Jigsaw scheme
Year 6	Summer 2	<p><u>Changing me</u></p> <p>Self-image            Body image            Puberty and feelings            Conception to birth            Reflections about change            Physical attraction            Respect and consent            Boyfriends/girlfriends            Sexting            Transition</p>	Provided within Jigsaw scheme

## 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>



## **DfE 2019**

### **Right to be excused from sex education (commonly referred to as the right to withdraw)**

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education