

Relationship and Sex Education Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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|---------|------------|--------|--|
| 2.0 | Jan 2020 | TMET | To update in line with revised legislation in place-Sep 2020 |
| 1.0 | March 2018 | TMET | New Trust Policy Template |
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Relationships and Sex Education Policy

1. Introduction

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

2. Statutory requirements

Primary:

As a primary school, we must provide relationships and sex education (RSE) 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.

The Trust's funding agreements require it to have regard to RSE [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#), when teaching RSE.

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 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 review 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 (only where this was deemed age appropriate and beneficial).
5. Ratification – once amendments were made, the policy was shared with 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.

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.

The curriculum has been developed 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.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

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).

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 Board 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 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 Principal.

All staff will receive training on delivering RSE to ensure that they are fully equipped to teach this subject. The responsibility for teaching this is shared.

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 made by using the form found in Appendix 3 of this policy and addressed to the Principal.

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 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 at North Mead Primary Academy is monitored by Sian Buxton, PSHCE Coordinator through:

Yearly updates, book looks, pupil voice and policy checks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Relationships and sex education curriculum map

Relationships and sex education curriculum map

Synopsis

In Year 1 and 2, children will learn about and be able to describe what a friend is and does, recognising the diversity in friendship and that friendship patterns change. They will address strategies for coping with difficult situations in friendships and ways to self-regulate these relationships. They will also focus on family relationships, identifying who is in their own family and what is special about them; alongside what they and other family members do to care for one another. They will revisit the concept of the safety circle, identifying a range of trusted adults at home and at school whom they can talk to if they are worried or upset. They will also learn how and when to approach people for support.

The Year 3 and 4 units looks at the importance of relationships and friendships and develops children's awareness of and ability to form and maintain healthy relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others. They will learn about the importance of recognising and valuing both similarities and differences between themselves and other children; including understanding that people live in different family arrangements. They will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships and relationships.

In Year 5 and 6, children will consider their networks of people who are special to them, and how they are changing and developing as they get older and prepare to move on to secondary school. They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will also consider the value of diversity within friendships, and understand that there is a wide range of different family situations in which people live. The role of groups in friendship will be considered, including both the benefits and pressures that they can bring. They will explore why and how to seek support from people they trust, and how they themselves can and do support other

| Year group | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN RSE UNIT | LEARNING WITHIN STATUTORY SCIENCE CURRICULUM | LEARNING WITHIN STATUTORY R.E CURRICULUM |
|------------|---|--|---|---|
| Year 1 | <ul style="list-style-type: none"> • Myself and my relationships – Beginning and belonging – sources of support R6, R12, R30, R31, R32, R33 • Healthy and safer lifestyles – Safety contexts R12, R29, R30, R31, R32, • Myself and my relationships – Family and friends – developing friendship skills, Valuing difference, Families and other special people, getting support R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33 • Citizenship – Diversity and communities – Exploring my identity, Valuing difference, Exploring my community R3, R4, R10, R13, R14, R15, R16, R17, R18, R19, R22 • Myself and my relationships – My emotions – Getting support – R30, R31, R32, R33 | <ul style="list-style-type: none"> • Section A – Body Knowledge To recognise the main external parts of the bodies of humans • Section B – Body Functions and Changes To describe what their bodies can do • Section C – Body Awareness and Image To understand that they have responsibility for their body’s actions and that their body belongs to them. To appreciate how amazing their body is • Section D – Personal Hygiene To know how to keep themselves clean • Section E– Illness/Disease Prevention To understand the importance of basic hygiene, e.g. washing hands, using a tissue, and how these prevent the spread of disease | <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 | <p>Year 1/2</p> <ul style="list-style-type: none"> • Look at how values affect a community and individuals • Explain how actions can affect other people • Understand that they have their own choices to make and begin to understand the concept of morals. R13, R14, R15, R16, R17 |

| Year group | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN RSE UNIT | LEARNING WITHIN STATUTORY SCIENCE CURRICULUM | LEARNING WITHIN STATUTORY R.E CURRICULUM |
|------------|---|---|--|--|
| Year 2 | <ul style="list-style-type: none"> • Myself and relationships – Anti bullying – Defining bullying, causes and types of bullying, how bullying makes us feel, responding to bullying, supporting others, creating safe environments R9, R10, R11, R12, R13, R14, R17, R18, R19, R21, R22, R24, R26, R27, R28, R30, R31, R32, R33 • Healthy & Safer Lifestyles - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, Assessing risk, assertiveness, What, When, Who and How to Tell – R2, R6, R7, R12, R18, R20, R21, R23, R24, R26, R27, R28, R29, R30, R31, R32, R33 • Myself & My Relationships - Managing Change – Recognising and Understanding Change – R4, R7, R11, R30, R31, R33 • Citizenship – Rights, rules and responsibilities – responsibilities, democracy and decision making – R1, R2, R3, R4, R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20 | <p>Section A – The Human Life Cycle</p> <ol style="list-style-type: none"> 1. To know that humans produce babies that grow into children and then into adults. <p>Section B – Growing Up</p> <ol style="list-style-type: none"> 2. To consider the ways they have changed physically since they were born. <p>Section C – Personal Responsibilities</p> <ol style="list-style-type: none"> 3. To consider their responsibilities now and compare these with when they were younger. <p>Section D – Parents, Carers, Families</p> <ol style="list-style-type: none"> 4. To understand the needs of babies and young children. <p>Section E – Processing the Learning</p> <ol style="list-style-type: none"> 5. To understand what they have learned and be able to share it with others. | <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults | <p>Year 1/2</p> <ul style="list-style-type: none"> • Look at how values affect a community and individuals; • Explain how actions can affect other people; • Understand that they have their own choices to make and begin to understand the concept of morals. R13, R14, R15, R17 |

| Year group | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN RSE UNIT | | LEARNING WITHIN STATUTORY R.E CURRICULUM |
|------------|--|--|--|--|
| Year 3 | <ul style="list-style-type: none"> • Healthy and safer lifestyles – managing risk – risky situations, receiving and giving help R12, R6, R16,R18, R20, R26, R27, R29, R30, R31, R32, R33 • Myself and my relationships – beginning and belonging -making the classroom safe, building relationships, coping with new situations, sources of support R6, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R26, R30, R31, R32, R33 • Citizenship – Diversity and communities – Exploring my identity, valuing difference, exploring my community- R3, R4, R10, R13, R14, R15, R16, R17, R18, R19, R22 • Myself and relationships – My emotions – Understanding and managing feelings , getting support R30, R31, R32, R33 • Citizenship – Rules, rights and responsibility – rights and responsibilities, understanding and developing rules, democracy and decision making R1, R2, R3, R4, R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20 | <p>Section A – Body Knowledge</p> <p>1. To recognise the main external parts of the bodies of humans, including scientific names for sexual parts.</p> <p>Section B – Body Functions and Changes</p> <p>2. To understand the physical differences between males and females.</p> <p>Section C – Body Awareness and Image</p> <p>3. To value their own body recognise and its uniqueness.</p> <p>Section D – Personal Hygiene</p> <p>4. To understand the benefits of carrying regular personal hygiene routines.</p> <p>5. To consider who is responsible for their personal hygiene now, and how this will change the future.</p> <p>Section E – Illness/Disease Prevention</p> <p>6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this.</p> <p>Section F – Processing the Learning</p> <p>7. To understand what I have learned and be able to share it with others.</p> | | <p>Year 3/4</p> <ul style="list-style-type: none"> • Make informed choices and understand the consequences of choices • Describe how shared values in a community can affect behaviour and outcomes • Discuss and give opinions on morals and values, including their own. R13, R14, R15, R17 |

| Year group | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN RSE UNIT | | LEARNING WITHIN STATUTORY R.E CURRICULUM |
|------------|--|---|--|---|
| Year 4 | <ul style="list-style-type: none"> • Healthy and safer lifestyles – Drug education – Risk, influences and support R12, R16, R18, R20, R26, R27, R28, R29, R30, R31, R32, R33 • Myself and my relationships – family and friends – developing friendship skills, valuing difference, families and other special people, getting support R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33 • Myself and my relationships – anti-bullying – defining bullying, causes and types of bullying, how bullying affects us, supporting others, creating safe environments – R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32, R33 • Myself & My Relationships - Managing Change – Recognising and Understanding Change – R11 • Healthy & Safer Lifestyles - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, assessing risk, assertiveness, What, When, Who and How to Tell – R2, R6, R7, R12, R18, R21, R23, R26, R27, R28, R29, R30, R31, R32, R33 | <p>Section A – The Human Life Cycle</p> <p>1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</p> <p>Section B – Growing Up</p> <p>2. To investigate perceptions of being ‘grown up’.</p> <p>Section C – Personal responsibilities</p> <p>3. To consider their responsibilities and how these have changed and how they will change in the future.</p> <p>Section D – Parents, Carers and Families</p> <p>4. To consider the responsibilities that parents and carers have for babies and children.</p> <p>Section E – Processing the Learning</p> <p>5. To understand what I have learned and be able to share it with others.</p> | | <p>Year 3/4</p> <ul style="list-style-type: none"> • Make informed choices and understand the consequences of choices • Describe how shared values in a community can affect behaviour and outcomes; • Discuss and give opinions on morals and values, including their own. R13, R14, R15, R17 |

| Year group | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN RSE UNIT | LEARNING WITHIN STATUTORY SCIENCE CURRICULUM | LEARNING WITHIN STATUTORY R.E CURRICULUM |
|------------|--|---|---|--|
| Year 5 | <ul style="list-style-type: none"> • Myself and relationships – beginning and belonging – making the classroom safe, building relationships, coping with new situations, sources of support R6, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R26, R30, R31, R32, R33 • Healthy and safer lifestyles – managing risk – risky situations, reactions to risk strategies in risky situations, receiving and giving help R12, R6, R16, R18, R20, R26, R27, R29, R30, R31, R32, R33 • Myself and my relationships – my emotions - Understanding and managing feelings and the impact they can have, getting support R30, R31, R32, R33 • Citizenship – diversity and communities - valuing difference, exploring my community R3, R4, R10, R13, R14, R15, R17, R22, • Myself and relationships – family and friends - Networks of special people, understanding and valuing difference, coping with relationship issues, giving and receiving support R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33 | <ul style="list-style-type: none"> • Section A - Body Knowledge <ol style="list-style-type: none"> 1. To identify male and female sexual parts and describe their functions. 2. To know appropriate terminology for use in different situations. • Section B - Body Functions and Changes <ol style="list-style-type: none"> 3. To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. 4. To understand that physical change happens at different rates for different people. • Section C - Body Awareness/Images <ol style="list-style-type: none"> 5. To understand how the media, families and friends can influence attitudes to their bodies. • Section D - Personal Hygiene <ol style="list-style-type: none"> 6. To know about new aspects of personal hygiene relevant to puberty. • Section E - Illness/Disease Prevention <ol style="list-style-type: none"> 7. To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. • Section F - Processing the Learning <ol style="list-style-type: none"> 8. To understand what they have learned and be able to share it with others. | <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • Describe the life process of reproduction in some plants and animals. | <p>Year 5/6</p> <ul style="list-style-type: none"> • Explain why individuals and communities may have similar and differing values • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences • Express their own values while respecting the values of others. R13, R14, R15, R17 |

| Year group | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM | LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN RSE UNIT | RSE | LEARNING WITHIN STATUTORY R.E CURRICULUM |
|------------|--|--|------------------------|---|
| Year 6 | <ul style="list-style-type: none"> • Myself and my relationships – anti bullying – Defining bullying, causes and types of bullying how bullying affects us, supporting others, cyberbullying, creating safe environments R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32, R33 • Citizenship – rules, rights and responsibilities - rights and responsibilities, understanding and developing rules, democracy and decision making R1, R2, R3, R4, R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20 • Myself and my relationships – managing change - Recognising and Understanding Change – R11 • Healthy and safer lifestyles - Personal Safety- safety rules, bodies, touches, secrets, assessing risk, assertiveness, what, when, who and how to tell R2, R6, R7, R12, R18, R21, R23, R26, R27, R28, R29, R30, R31, R32, R33 | <ul style="list-style-type: none"> • Section A - The Human Lifecycle 1. To know about the facts of the human lifecycle, including sexual intercourse. • Section B – Growing Up 2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • Section C – Personal responsibilities 3. To consider how they have some responsibility for the feelings and well-being of others. • Section D – Parents, Carers and Families 4. To consider the need for trust and love in marriage and established relationships. 5. To have a basic awareness of responsible parenting choices. 6. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. | Sex education sessions | Year 5/6 <ul style="list-style-type: none"> • Explain why individuals and communities may have similar and differing values. • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. • Express their own values while respecting the values of others. R13, R14, R15, R17 |

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 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 |
| 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 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 | <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, school and/or other sources |

Appendix 3: Parent form: 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 | |
| | |