



Children  
First Academy  
Trust

# Relationships and Sex Education Policy

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Review due April 2023

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## **1. Policy aims**

The Trust publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors. Defining RSE as a subject and explaining its delivery at the Trust schools
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents and carers about their involvement with RSE

## **2. Policy development**

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents and carers.

Development of the policy has been supported by the Trust and Local Governing Boards, who have ratified the finished document.

## **3. Statutory requirements**

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance will become mandatory in September 2020, but schools may start following it from 2019 if they feel ready. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education

## **4. Ethos and values**

Through RSE we deliver key learning that supports the Trust's agreed ethos and values. Key values supported by RSE include:

- Respect for self and others
- Building positive caring relationships
- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

## **5. Definitions and curriculum content**

**Relationship and sex Education (RSE)** supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life. The Trust has taken into account the age, needs and feeling of pupils when adopting this RSE curriculum (appendix 1).

### **i. Relationships Education**

The focus of Relationships Education is 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. Department for Education guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### **ii. Health Education**

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. Department for Education guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

### iii. Sex Education

The Department for Education advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

#### Sex education outside of science

Our year 6 programme contains some non-statutory content, which the Trust feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school. In year 6 therefore, building on their previous knowledge of the human life cycle set out in the national curriculum for science, the children will have some lessons focussing on consent in intimate adult relationships and how a baby is conceived and born.

Parents of year 6 children will be invited in to discuss the content of these lessons prior to them taking place. Should they wish to withdraw their children from these lessons, procedures will be followed as set out in section 11.

## 6. Delivery

- i. **Timetabling:** These lessons will be timetabled across the year as appropriate to the curriculum. Many aspects of RSE will also be delivered through assemblies.
- ii. **Staffing:** RSE will be taught by class teachers.
- iii. **Teaching:** All children will be taught the same content. In year 6 some opportunity will be given to discuss issues raised from the teaching in separate sex group situations.
- iv. **Resources:** RSE is delivered using quality assured up to date resources from the Christopher Winter Programme.
- v. **External visitors:** Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students. Examples may be the lessons on smoking, drugs and alcohol misuse.
- vi. **Signposting support:** All RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include designated members of the school staff but will also include the signposting of external agencies such as Childline.

## 7. Inclusive and accessible RSE

The Trust has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole Trust approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds

- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBT
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

## **8. Safeguarding and confidentiality**

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the designated members of the school staff.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within their school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

## **9. Answering pupil questions**

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting, they may ask for support from the subject lead or Senior Leadership Team.

## **10. Staff training**

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions,

answer difficult questions and the delivery of sensitive content. Training may be provided in-school or by external consultants.

## **11. Working with parents and carers**

The schools have shared this policy with parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Meetings will be offered to parents and carers where they will be able to view resources. Specific meetings will be held for year 6 parents to view any resources being used for Sex Education taught outside of science in year 6.

From September 2020 Parents and carers have the right to withdraw their child from Sex Education outside of science (as outlined above). From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

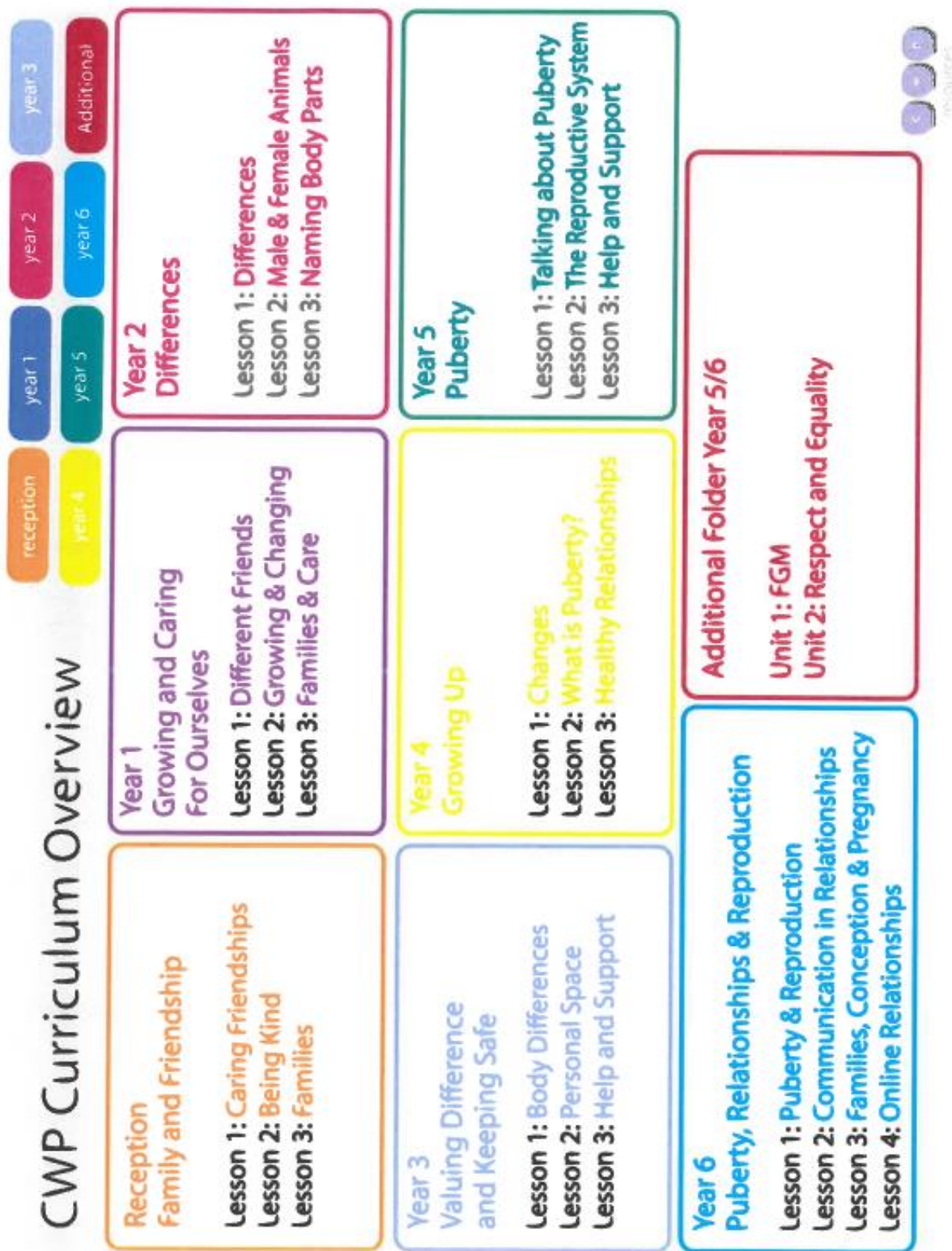
If a parent or carer wishes to withdraw their child from Sex Education in year 6, we ask that they discuss it with the Head Teacher in the first instance. A request to withdraw a child from these lessons must be put in writing to the Headteacher following this initial meeting.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

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

# Appendix

## I. RSE curriculum map





## **II. Statutory content**

### **Science Curriculum**

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Statutory Relationships and Health Education**

Full details of what must be covered by the end of primary school can be found in the department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>