



White Hall

Academy & Nursery

Relationships and Sex Education Policy

Signed by:

B. James

Headteacher

Date: *DEC 2024*

Chair of
governors

Date: _____

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1. 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 age-appropriate understanding of physical and 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 physical development, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. 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 Relationships and Sex Education, 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.

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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to comment on this policy
3. Pupil consultation – we investigated what pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definitions

At this school, we choose to teach sex education in Year 6 that is in addition to what's covered in the science curriculum. We also teach key facts about puberty and the changing adolescent body in Year 4 and year 5 – see Curriculum Overview Appendix 1.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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

The school has chosen to use the Kapow Primary RSE scheme of work as well as Happy minds, which provides full curriculum coverage, including all the statutory content, for each year group.

Primary sex education will focus on: How a baby is conceived and born (taught in Year 6) Puberty and the changing adolescent body (taught in Year 4 and Year 5).

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).

Extract from DfE statutory guidance (2019)

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. ***At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.***

Please note that at this school, we cover all equality issues, including LGBT, as integral parts of our work about families, differences, diversity and inclusion. Teachers do NOT promote any particular style or preference for specific relationships because we know that all families are different.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships (including online)
- Respecting self and others

These areas of learning are all taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. We know that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We also understand that that some children may have a different structure of support around them (for example: looked after children or young carers). Pupils also receive stand-alone sex education sessions in Year 6. This explains how a baby is conceived and born.

7. Roles and responsibilities

The governing body Governors will approve the RSE policy, and hold the headteacher to account for its implementation, every 3 years. It will give serious consideration to any comments from parents about the RSE programme and makes records of such comments.

The Headteacher (Including any Executive Headteacher or Head of School.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science sex education components of RSE.

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.

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 or the PSHE primary curriculum. Parents only have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Any requests for withdrawal from formal sex education should be put in writing and addressed to the headteacher.

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 our continuing professional development work. The headteacher may 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 senior leaders and curriculum leaders. Monitoring could include activities such as learning walks, lesson visits, talking to pupils, looking at work in pupils' books. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1

	Family and Friendships	Safety and the changing body	Health and well being
Early Years	To begin to understand what a friend is. To name feelings and what they look like with images.		
Year 1	Introduction to RSE <ul style="list-style-type: none"> • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	Wonderful me <ul style="list-style-type: none"> • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy
Year 2	Introduction to RSE <ul style="list-style-type: none"> • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	Experiencing different emotions <ul style="list-style-type: none"> • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health
Year 3	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict Effective communication <ul style="list-style-type: none"> • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	My healthy diary <ul style="list-style-type: none"> • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health
Year 4	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	Diet and dental health <ul style="list-style-type: none"> • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health



Year 5	<ul style="list-style-type: none">• Introduction to RSE• Build a friend• Resolving conflict• Respecting myself• Family life• Bullying	<ul style="list-style-type: none">• Online friendships• Identifying online dangers• The changing adolescent body (puberty, including menstruation)• First aid• Drug education	<ul style="list-style-type: none">• Relaxation• The importance of rest• Embracing failure• Going for goals• Taking responsibility for my feelings• Healthy meals• Sun safety
Year 6	<ul style="list-style-type: none">• Introduction to RSE• Respect• Developing respectful relationships• Stereotypes• Bullying• Being me• Loss and change	<ul style="list-style-type: none">• Drugs alcohol & tobacco• First aid• Critical digital consumers• Social media• The changing adolescent body (puberty, conception, birth)	<p>What can I be?</p> <ul style="list-style-type: none">• Mindfulness• Taking responsibility for my health• Resilience toolkit• Immunisation• Health concerns• Creating habits• The effects of technology on health

Appendix 2

Families

- 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 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 (Child line)

Friendships

- 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

Respectful relationships

- 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

Online relationships

- 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

- 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
- where to get advice, for example family, school or other sources

Sex education

- about the changing adolescent body (puberty, conception, birth)