



PETERBOROUGH KEYS ACADEMIES TRUST

RELATIONSHIPS EDUCATION POLICY (Including Sex Education Policy)

Version 1.0

June 2021

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EXTRACT FROM FOREWARD BY THE SECRETARY OF STATE.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools.

Our school's guiding principles align with those of the Department for Education: that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

We teach this content within a wider programme of Personal, Social, Health, Citizenship and Economic Education.

The full document can be found at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/foreword-by-the-secretary-of-state>



This policy has been written using a template from Cambridgeshire Local Authority PSHE Service which all PKAT schools follow.

1. CONTEXT

This Relationships Education Policy is to be read in conjunction with our PSHCE Policy.

1.1. Relationships Education in our school

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision to empower children to '*Learn to Learn*' effectively, facilitated through an approach that incorporates the 6Cs (Character, Citizenship, Collaboration, Communication, Critical and Creative thinking), to prepare them for their futures. This includes developing resilience, thinking critically and developing into empathic, global citizens, who are independent thinkers, have a good sense of self-worth and share understanding around real world issues, with the hope of making it a better place.

1.2. Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, developing as a Healthy School, social skills interventions, Anti-bullying Week, E-safety Week, NSPCC workshops, Lego therapy and where in place, peer mentoring and Behaviour Steps.

1.3. Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop positive interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences

- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

1.4. The aims of teaching Relationship Education

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school, children learn about RSE topics through planned lessons, but also wider provision and our inclusive school environment.

In addition to our broad aims for Relationships Education, in our planned lessons we aim to ensure that children will:

- respect themselves and others, their views, backgrounds, cultures and experiences
- develop positive values, attitudes, personal and social skills that will guide their decisions and behaviours
- develop loving and caring relationships based on mutual respect
- develop interpersonal and communication skills in order to build equal partnerships
- develop understanding of the value of stable relationships, marriage and family life as a positive environment for raising children
- use the scientific names for the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- know the facts of the human cycle
- understand the reasons for and the benefits of delaying sexual activity
- value, care and respect their bodies
- have the knowledge, attitudes and skills needed to maintain good personal hygiene

2. IMPLEMENTING OUR POLICY

2.1. Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

2.2. Equality

The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate all differences sensitively and with equality.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.

- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

2.3. Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise prosocial as well as abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

2.4. Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.5. Consulting on our Policy

Before consultation activities, parents/carers, pupils and other stakeholders have been given information about Relationships Education in ways which are accessible to them. They have been asked

for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

Some parents/carers and pupils have been consulted directly through surveys and sharing some lesson content. Parents/carers and pupils are represented by the PSHCE governor.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

3. INVOLVING THE WHOLE SCHOOL COMMUNITY

3.1. Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

3.2. Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- We will refer to any available local/national data e.g. Health Related Behaviour Survey for our school, Trust and community.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes or other similar means.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council if in place, or during PSHCE lessons) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

3.3. Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website. A link governor for PSHCE (including Relationships Education) has been nominated (Lisa Waller at Longthorpe Primary School).

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4. Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE eg. through letters, online resources, a virtual workshop etc
- Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis e.g. through drop ins, with PSHE leads in virtual meetings or other suitable means of contact
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5. Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHCE Co-ordinator or class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Co-ordinator or class teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.
- Reference, when necessary, may be made to the [RSE JMC \(Joint Mosque Council\) Charter and Guide](#).

4. INTENDED IMPACT

- a) Children will have a secure knowledge of what healthy relationships, healthy and safe lifestyles and wellbeing are and what skills are needed to create and maintain them
- b) Children will succeed in acquiring and applying key relationship, lifestyle and wellbeing skills and knowledge
- c) Children will be taught to use and build upon their prior relationship, lifestyle and wellbeing skills and knowledge to deepen and progress their understanding
- d) Children will have an understanding and awareness of issues relating to relationships, lifestyles and wellbeing in their local area and the similarities and differences between cultures and backgrounds both locally and in other areas of the world
- e) Children will have a good knowledge of the key concepts covered across the school and will know how to keep themselves safe
- f) Children will be able to draw upon their knowledge to understand and successfully use a range of skills (such as listening and empathy)

- g) Children will be confident in applying their knowledge of related terms through an exposure of rich, relevant vocabulary
- h) All children will be provided with the opportunity to challenge their personal and social understandings and their knowledge about health and wellbeing, as well as being given support where necessary
- i) Children may apply their RSE knowledge within writing where suitable, for a range of different purposes, contexts and audiences

5. CURRICULUM ORGANISATION

Our Relationships Education Curriculum (see appendix 8.1) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

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

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHCE through designated lessons, circle time, focused events and themed weeks such as Anti-Bullying Week, Healthy Eating Week, Children’s Mental Health Week.
- Other curriculum areas, especially Science and including English, RE, PE and computing
- Enrichment activities, including where relevant whole school/phase assemblies, SEAL programme, High Performance Learning approaches, visits from the Life Education Centre, growth mindset approaches, social skills groups, involvement in school trips and adventurous activities and activities carried out as part of development as a healthy school.

5.1. Teaching Methodologies and responsibilities of teachers

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people’s viewpoints and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Distancing Techniques: In order to protect children’s privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos, photos and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

5.2. Relationships and Sex Education (RSE)

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although ‘RSE’ as a subject is not statutory at primary level, many aspects

of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

5.3. Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

5.4. Safe and Effective Practice

In our school we have clear confidentiality expectations, which are shared with staff, pupils and parents/carers. These are communicated to parents/carers through the School website (in a Confidentiality Policy or within the Child Protection and Safeguarding Policy and include reference to the fact that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater

level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the aims of the lesson or unit of work. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. Teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHCE leader/Designated Safeguarding Lead. In some cases the question may reach beyond the planned curriculum for Y6 and the question will not be answered in school. In such cases, the child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

Sensitive issues:

Puberty

At our school Relationship and Health Education is set within the context of PSHE. This means that as our children reach puberty, they will know that they will change and develop, and will have confidence in managing the physical changes. Our teachers will deliver the unit on puberty within Year 5 and develop this further in Year 6. The format for these sessions will be whole class teaching as well as single sex sessions, which will allow for more specific issues and questions to be addressed and dealt with. Boys and girls will be given factual information about the development and changes at puberty.

Menstruation

The onset of menstruation for girls can be alarming if they are not prepared. At our school, our Relationships and Health Education programme includes preparation for menstruation. We will make adequate and sensitive arrangements to help girls cope with the school environment and ensure that it is conducive to privacy when dealing with sanitary requests and disposal. Depending on the needs of the cohort and the preferences of our parents, we understand that it can be necessary to carry out the discussion on periods with girls at the end of Year 4 (see Puberty above).

Sexual identity and sexual orientation

It is our aim to provide Relationships and Health Education that is relevant and sensitive to all of our children's needs. We acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-bullying Policy.

5.5. Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used. From time to time the PSHCE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit.

We may also record examples of whole class discussions and group work in class floor books, topic books or PSHCE folders as appropriate, to show their development and progress.

6. SEX EDUCATION POLICY

6.1. Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

6.2. Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

6.3. Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y6.

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5 will learn about changes during puberty,

Y6 will learn about sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know. We understand that elements of this are not statutory.

6.4. Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely heavily on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

6.5. Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter, email or via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed including the use of team teaching.

6.6. Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered except that which is delivered as part of statutory Relationships Education. Before granting any such request the PSHCE Leader, class teacher, SENDCO and/or Head Teacher as appropriate will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will have the discussion and record the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher).

If a pupil is withdrawn from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal and offer support to parents/carers who are delivering Sex Education at home.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

7. MONITORING, REVIEW AND EVALUATION

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader/Head Teacher. Action plans, annual SEF (self-evaluation form) will be prepared and relevant CPD delivered by the PSHCE leader in accordance with the school's requirements. Information will be gathered from the Head Teacher, the PSHCE Leader parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

8. VERSION HISTORY

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Draft Trust Policy created and discussed with PSHCE Leaders in each school	Martin Fry, Primary Lead assisted by Stella Theakstone, PSHCE Lead, Longthorpe Primary School	From January 2021
1.0	Draft Policy consulted on with Local Governing Bodies	Headteachers	w/b 14/06/21
1.0	Policy approved by LGB	Headteachers	27.09.2021

9. APPENDICES

9.1. Our Relationships Education Curriculum

RSE key concepts taught are set out in the PSHCE curriculum map. A summary of learning in RSE through our school:

Longthorpe Primary School RSE curriculum overview of learning.

RSE key concepts taught are set out in full in the PSHCE curriculum map.

Early Learning Goals

Physical development: - Know and talk about the different factors that support their overall health and wellbeing – regular physical activity – healthy eating – tooth brushing – sensible amounts of ‘screen time’ – having a good sleep routine – being a safe pedestrian. Further development of skills they need to manage the school day successfully – lining up and queuing – mealtimes – personal hygiene.

Self-Regulation: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self:** - Be confident to try new activities and show independence, resilience and perseverance in the face of change. Explain the reasons for rules, know right from wrong and try to behave accordingly. – Manage their own basic hygiene needs including dressing, going to the toilet and understanding the importance of healthy food choices. **Building relationships:** - Work and play cooperatively and take turns with others. – Form positive attachments to adults and friendships with peers. – Show sensitivity to their own needs and others’ needs. **People, Culture and Communities:** - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. – Know the similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. – Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

	Knowledge	Skills	Attitudes
EYFS	<ul style="list-style-type: none"> -Know what their body looks like and changes as it grows -Recognise similarities and differences between our bodies -Learn about basic hygiene -Know how to keep themselves clean - Name external body parts including agreed names for the sexual parts - Know who are special people, how we know and how to care for each other - Understand how to recognise safe -v- unsafe and simple safety rules 	<ul style="list-style-type: none"> - Share feelings with trusted others (special people) -Show or describe what their body looks like, including changes -Show what their body can do -Discuss similarities and differences - Know how to wash their hands -Show or describe what their body looks like, including changes -Know how to play and work well with others -Explain occasions when it is right to say ‘no’ 	<ul style="list-style-type: none"> -Understand what they still need help with -Know how they feel about growing up -Take care of themselves and ask for help, judging when it is needed -Explain feelings about growing up -Understand who makes up a family and some of the similarities and differences in the way people and families live their lives

Statutory Relationships and Health Education 2020, taught through KS1 and KS2:

- 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.
- marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- menstrual wellbeing including the key facts about the menstrual cycle (Year 5 or Year 4 cohort dependent)
- key facts about the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. We will review the age at which puberty is introduced depending on the needs of each cohort.

KS1	-Know names of main body parts.	-Keep own body clean (using	-To understand that not all families
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	<ul style="list-style-type: none"> -Children understand when they are in charge of their own actions and body. -How to keep themselves clean. - Know and show how to avoid spreading common illnesses and diseases, including up to date information for coronavirus. -Understand what's growing in a mother's 'bump'. -Know what babies and children need from their families and recognise which stable, caring relationships are at the heart of families children know. 	<ul style="list-style-type: none"> understanding of how to do so). - To know that humans produce babies that grow into children and then into adults. -To consider the ways they have changed physically, socially and emotionally since they were born. 	<ul style="list-style-type: none"> are the same, but that love and care should be at the heart of all families -To understand that they have responsibility for their body's actions and that their body belongs to them -To consider their responsibilities now and compare these with when they were younger.
LKS2	<ul style="list-style-type: none"> -Know how male and female bodies are different and understand with confidence what are the different parts called -Know when we talk about our bodies, how they change, and who to talk to about changing bodies -What are the main stages of the human life cycle and how do we begin? -Understand how to stay clean now and in the future -Know how some illnesses and diseases spread and how to prevent it - To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. 	<ul style="list-style-type: none"> -Discuss why is it important to keep oneself clean -Show and value good hygiene practices and know how these will change in the future -Discuss what we and our families have in common and how are we different -Know and identify trusted adults and know how to respond safely to unknown adults 	<ul style="list-style-type: none"> -Recognise own responsibilities and how these have and will change -Recognise how different caring, stable adult relationships create a secure environment for children to grow up - Investigate perceptions of what it means to be 'grown up' - To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children
UKS2	<ul style="list-style-type: none"> -Know what are male and female sexual parts are called and their functions -Know what happens to different bodies at puberty and understand that physical changes affect people in a variety of ways and at different rates -Know different ways babies are conceived and born -Understand how to reduce the spread of viruses and bacteria -Know what effect puberty might have on feelings and emotions 	<ul style="list-style-type: none"> -Discuss and agree on how to keep own growing and changing body clean - Recognise the effect puberty might have on feelings and emotions -Discuss what adults should think about before they have children -Adjust behaviour to suit varying situations -Recognise own personal safety network 	<ul style="list-style-type: none"> - Discuss what families are like - Consider why people might get married or become civil partners e.g. love, trust, commitment -To understand and respect people in a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families - Acknowledge when to take responsibility for how others feel.

9.2. Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Understanding Relationships and Health Education guide for parents](#)

9.3. Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.