Relationships and Sex Education Policy

October 2024

Review date: October 2025

Contents

1.   Introduction

1.1 -The school aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community.

1.2 -Advice will be taken from all appropriate sources and, where necessary, the policy will be adapted to meet each child's needs as an individual. Safeguarding procedures will be followed.

1.3 -The policy will be sensitive towards the established morals and values framework of all major world religions and philosophies and will be complementary with the Religious Education Policy of the school. All pupils regardless of age, ability, sex or race will have the same opportunities to benefit from the sex education programme.

2.   Aims

The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3.   Statutory Requirements

As a primary academy, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At NET Academies, we teach RSE as set out in this policy.

4.   Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
1) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3) Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4) Pupil consultation – we investigated what exactly pupils want from their RSE
5) Ratification – once amendments were made, the policy was shared with governors and ratified

5.   Definition

We define RSE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line .

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

RSE is not about the promotion of sexual activity.

6.   Curriculum

Our curriculum is set out per year group but may need to adapt it as and when necessary to meet the needs of pupils.
We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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.

7.   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 Religion and Worldviews (RW).

Pupils also receive stand-alone sex education sessions.

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

Sex education sessions will involve:
- Preparing boys and girls for the changes adolescence brings
- How a baby is conceived and born

The RSHE curriculum (DfE, 2019) states that in relationships education in primary school: "Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission-seeking and giving, and the concept of personal privacy.

"Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary."

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)

7.1 Pupils with special educational needs and/or disabilities

The Trust will endeavour to ensure that RSE, Relationships Education and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE, Relationships Education and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

7.2 Lesbian, Gay, Bisexual and Transgender

In teaching Relationships Education and RSE, the Trust endeavours to ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will 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 will 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 will ensure that this content is fully integrated into their programmes of study for this area of the

curriculum rather than delivered as a standalone 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.

8. Roles and Responsibilities

8.1 The governing board

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

8.2 The Headteacher / 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 non-statutory components of RSE (see section 8).

8.3 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 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.

Class teachers are responsible for teaching RSE in each school.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. 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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.
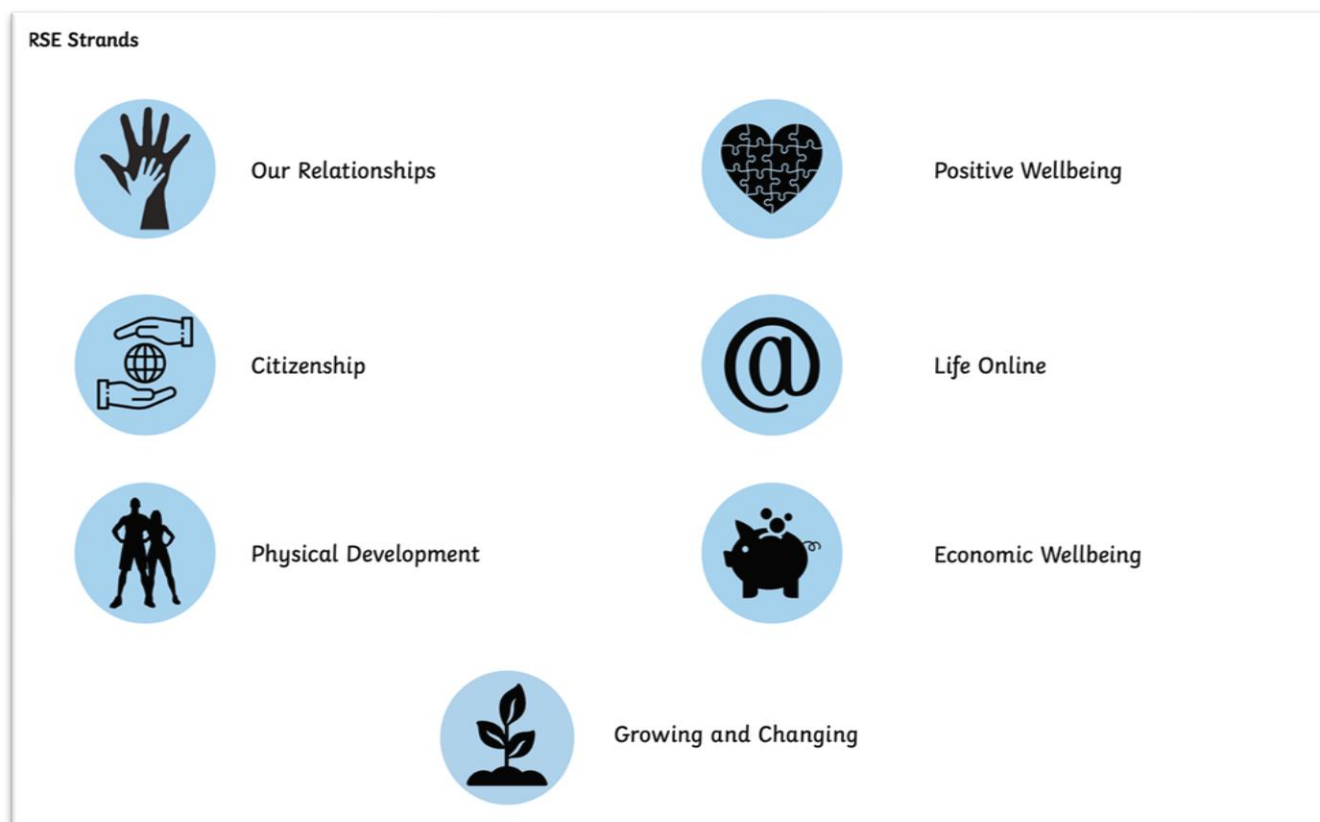
11. Complaints

Any cause for concern should be discussed as quickly as possible with the class teacher or the Head of School. If the complaint cannot be resolved to the complainant's satisfaction they should follow the complaints procedure.

12. Monitoring Arrangements

- The delivery of RSE is monitored by subject lead through:
- Planning checks
- Lesson Observations
- Discussions with children
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by NET Academies. At every review, the policy will be approved by the governing body.

Appendices

Appendix 1

RSE Strands

- Our Relationships
- Citizenship
- Physical Development
- Positive Wellbeing
- Life Online
- Economic Wellbeing
- Growing and Changing

Our Relationships Programme of Study

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• How can I choose good friendships? • Why are manners important? • Why is showing respect important?	• What do families look like? • How can I work out a problem in a friendship? • What do healthy relationships look like? • How can we respect each other's differences? • What are stereotypes? • What is privacy and how can we make sure it is safe? • What is appropriate and inappropriate contact?	• What do families look like? • How can I work out a problem in a friendship? • How can we respect each other's differences? • What is privacy and how can we make sure it is safe? • What is appropriate and inappropriate contact?	• What do relationships in families look like? • Who can I trust? • What do problems in friendships look like? • How can I work out a conflict? • Why are manners important? • How can I show respect to myself? • How can I show respect in relationships? • What is bullying? • What can I do if someone is being bullied? • How can I stay safe in my friendships, including online?	• What do relationships in families look like? • How can I show respect in relationships? • Why are manners important? • What is bullying? • What can I do if someone if being bullied? • How can I stay safe in my friendships, including online?	• What are the characteristics of healthy family life? • What are stereotypes? • What is appropriate and inappropriate contact?	• What are the characteristic of healthy family life? • What is marriage? • Who can I trust? • What do problems in friendships look like? • How can I manage conflict? • How can I show respect to myself? • What is appropriate and inappropriate contact?

Positive Wellbeing Programme of Study – supplemented by My Happy Mind

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
● How do I know I am valued? ● What are feelings and emotions? ● How can I express my feelings? Health, Wellbeing and Lifestyle ● What rules keep us safe and healthy when using technology?	• How do I look after me? Health, Wellbeing and Lifestyle • What rules keep us safe and healthy when using technology? • How can I use technology in different environments and settings? •	• Can I describe my feelings? • Do I know what to do when I feel a certain way? Health, Wellbeing and Lifestyle • How can spending too much time on technology have a negative impact on me? • Why do some online activities have age restrictions? • How can technology be a distraction in a positive and negative way? •	• What is isolation and loneliness? • What should we do if we feel lonely? • What is bullying? • What are the long-term effects of bullying? Health, Wellbeing and Lifestyle ● Why might I need to limit the amount of time I use technology? ● How can technology affect health and wellbeing positively and negatively? •	• Am I acting appropriately? • Is my behaviour justified? • How do I feel after exercising? • What are the benefits of exercise on my mental health? • What are the long-term effects of cyberbullying? • How do actions online affect mental health? •	● How can emotions be affected by difficult times? ● What is the purpose of failure? Health, Wellbeing and Lifestyle ● What strategies promote health and wellbeing with regards to technology? ● What are the benefits and risks of accessing information about health and wellbeing online? ● Why do some games and apps ask for payment for additional content? ● What systems regulate age-related content online?	• Can your mind be unwell? ● Can your mind be unwell? Health, Wellbeing and Lifestyle ● What pressures can technology place on us and how can we manage this? ● What are the features of persuasive design and how do they keep online users engaged? ● What strategies limit the affect of technology on health? •

Citizenship Programme of Study

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
● How am I different to other people? ● What different people live in my community?	• What different things do people do in my community? • Who are the people who help me and	• What skills am I good at? • Why is it important to listen to others and take turns? • How do I negotiate to	• What am I good at and what are others good at? • What new skills would I like or need to develop?	• What makes me 'me'? • How are we different from each other? • What are the roles of different	• What are my strengths and skills and how are they seen by others? • What helps me learn new	• How can I contribute to making and changing rules in school? • Are there places or times when I have to

● What different occupations are there in my community?	what do they do? • What do I understand about my culture and beliefs and those of other people? • How do we care for animals and plants? • How can I help look after the school environment?	sort out disagreements? • How do rules make me feel safe? • Who looks after me and what are their responsibilities? • What jobs and responsibilities do I have at home and in school? • Can I follow rules and take part in class discussions sensibly?	• How well can I listen to other people? • How can I share my views and opinions effectively? • How well can I work in a group?	people in my community? • How can we care for the environment? • What do animals need and what are the responsibilities of humans towards them? • Why do we need rules at home and at school? • What part can I play in making and changing rules? • What do we mean by rights?	skills effectively? • How could my skills and strengths be used in future employment? • How can I share my views effectively and negotiate with others to reach agreement? • What makes up my 'identity' and that of other people? • What are different identities locally and in the UK?	behave differently? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and country? • What do councillors, parliament and MPs do?

Life Online Programme of Study supplemented by Project Evolve

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Bullying ● How are people unkind online and how would this make others feel? ● How can I behave in a kind way online? Online Relationships ● How can I use the internet to communicate (with people I know)? ● When should I ask permission to do something online?	Online Bullying ● What is bullying and how would this make me feel? ● How can I get help if I experience bullying online? Online Relationships ● Why is it important to be kind, considerate and respectful to people online? •	Online Bullying • How can I behave towards others online and why is this important? • How might bullying behaviour appear online and how can I get support? •	Online Bullying ● How might content I post online affect others? Online Relationships: ● What does it mean to 'know' someone online and how is this different to knowing someone offline? ● What is different about 'trusting someone online' and 'liking someone online'? •	Online Bullying ● How is online bullying different to bullying in the physical world? ● What might others perceive as bullying online? Online Relationships: ● Why is it important to give and gain permission before sharing things online? ● Are the people I communicate with online helpful or harmful? ● How can I get help if I am having problems online? •	Online Bullying ● How can I report concerns and access support for people experiencing bullying? ● How can I block abusive users? Online Relationships ● What are the positive and negative impacts of sharing something online? ● How can I be kind to others and respect their boundaries online? •	Online Bullying ● How could I capture bullying content as evidence and report bullying? Online Relationships ● How can things shared privately online have unintended consequence for others? ● What is the impact of taking or sharing inappropriate images of someone? •

Physical Development Programme of Study

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
● What does it mean to be healthy? ● How can we keep our bodies healthy?	• Why do we need to wash? • How are our bodies the same? How are our bodies different?	• What has changed since we were babies, toddlers, year one? • What will change in year 4, 6, or when	• What is a healthy diet? • What do people do to keep healthy? • Why is exercise important?	• Why is exercise important? • What are the benefits of regular exercise? • What are calories and	• What is a healthy diet? • What do people do to keep healthy? • What are calories and what impact	• What are calories and why are they important? • Why is it important to eat a balanced diet?

		we are teenagers?	• What are the benefits of regular exercise?	why are they important?	do they have on diet?	• What happened to our bodies when we do not eat properly?
• How do I look after my body?		• Where do babies come from? • How are our bodies the same? How are our bodies different?		• Why is it important to eat a balanced diet? • What happened to our bodies when we do not eat properly? • What are macro/micro nutrients?	• Why is it important to eat a balanced diet? • What happened to our bodies when we do not eat properly? • What are macro/micro nutrients?	• What are macro/micro nutrients? • What are the differences between a legal and illegal substance? • Are all legal substances safe for us to take?

Economic Wellbeing Programme of Study

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Where do I buy things I need to survive? • How do I buy what I need? • What is a job and why do we need them?	• Where does my money come from and where does it go when we 'use' it? • How might I get money and what can I do with it? • How do we pay for things/	• What does it mean to have more or less money than you need? • How do I feel about money? • How do my choices affect me, my family and others? • What is a charity?	• What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay?	• What might my family have to spend money on? • What is value for money? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me?	• What different ways are there to gain money? • What sorts of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get value for money?	• Why don't people get all the money they earn? • How is money used to benefit the community or the wider world?

Growing and Changing Programme of Study

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• What does our day look like? • Why is it important to keep ourselves clean? • How are families different?	• What is hygiene and how can I keep myself clean? • What are the different types of families and who can I ask for help?	• What are the differences between males and females? • How am I growing and changing?	• What are wanted and unwanted touches? • What are different types of families and who can I ask for help?	• What are the stages of the human life cycle? • What are the differences between males' and females' bodies?	• What is puberty? • What emotional and physical changes occur in puberty? • What is the impact of puberty on the body and why is physical hygiene important?	• What is reproduction? • What is physical and emotional behaviour in relationships? • What is the process of conception and pregnancy? • What are positive and negative ways of communicating in relationships?

Appendix 2

This form will be sent by our online communication system annually:

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationship and sex education			
Any other information you would like the school to consider			
Parent signature			