Relationships and Sex Education Policy

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

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1. Scope

This policy applies to all schools within Swale Academies Trust.

2. Aims

The aims of relationships and sex education (RSE) within our Trust 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
- Support character development to prepare young people for the future

3. Statutory Requirements

At our schools 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 our schools 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 cross-Trust 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 share their views and thoughts about the policy. Schools are expected to continue consultative conversations with parents about the RSE curriculum, at least annually.
4. Pupil consultation – we investigated what exactly pupils want and need from their RSE. We continually seek the views of our pupils as we refine and develop the RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with local governing bodies/challenge committees and ratified.

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases.

RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental 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 (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)
- How a baby is conceived and born

RSE within our **primary** schools extends beyond what is covered within the national curriculum expectations for science.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of RSE

Across our Trust schools, RSE is taught within the context of family life, taking care to make sure 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 and 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).

High quality resources support our RSE provision and delivery. These are reviewed regularly and enable the RSE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is taught within the broader curriculum, details of which can be found in Appendix 1.

In our **primary** schools 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

The following statements outline what is covered within our **primary** RSE curriculum in addition to the statutory science curriculum:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendices 1 and 2

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

For more information about our RSE curriculum, see Appendices 1 and 2

8. Inclusive & Adaptive Teaching for all including Pupils with Special Education Needs and Disabilities (SEND)

RSE is accessible for all pupils. We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences. We recognise the importance of planning teaching to be accessible for all pupils including those with special educational needs and disabilities. High quality teaching that is adapted and personalised will be the starting point to ensure accessibility.

8.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Schools may choose to use external agencies or organisations to deliver aspects of the RSE curriculum. We will make sure that an agency/organisation and any materials used are age appropriate and in line with our legal duties.

The school will make sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

9. Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Within the Trust we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for these subjects.

10. Roles and responsibilities

10.1 The Governing Body

Local Governing Bodies are authorised to adopt the policy and ratify any local modifications in the policy. Local Governing Bodies will monitor the ongoing implementation of this policy.

10.2 The Headteacher

Headteachers are responsible for ensuring that RSE is taught consistently in schools across the Trust and for managing requests, where appropriate, to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

10.3 Staff

All staff in all schools across the Trust 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 of their school.

10.4 Pupils

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

11. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

In our Trust **primary** schools parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE as outlined below and in appendix 1.

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)
- How a baby is conceived and born

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

12. Training

Staff should have access to training and expertise within school on the delivery of RSE as part of their continuing professional development.

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 as appropriate.

13. Assessment and Monitoring

The delivery of RSE is monitored by leadership teams in our Trust schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice & pupil conferences

Pupils' development in RSE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed by a cross-Trust working party annually. After every review, the policy will be approved by Trustees and then adopted by local governing bodies.

Appendix 1: Curriculum map

Detailed information on Istead Rise Primary School's RSE curriculum can be found here .

Relationships, Health and Sex Education (RHSE)				*PSHE guidance 67 should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.*			
Lesson	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 –	I will know the importance of being clean and hygienic. PSHE Association - H5. simple hygiene routines that can stop germs from spreading	I will know the main parts of the body. Year 1 Science: identify, name, draw and label the basic parts of the human body *(including penis and vulva)*	I will know how I will change as I get older. Year 2 Science: notice that animals, including humans, have offspring which grow into adults	I will know the positive qualities that build self-esteem. *RHE guidance 60: growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.*	I will know about menstruation. KS2 PSHE: key facts about puberty and the changing adolescent body: about menstrual wellbeing including the key facts about the menstrual cycle	I will know how my body changes and develops through puberty. KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. *(sweating, body hair, spots, changing shape, managing emotions, menstruation, wet dreams)* Year 5 Science: describe the changes as humans develop to old age (puberty)	I will know how humans reproduce. Year 6 Science: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

2	I will know that some things need to be kept private. *RHE guidance 62:* Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.	I will know the needs of babies and young children. PSHE Association - H26. about growing and changing from young to old and how people's needs change	I will know when physical contact is unacceptable. RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact	I will know how to respond to unwanted physical contact. *RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact*	I will know how my body changes and develops. KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	I will know how the process of puberty relates to human reproduction. Year 5 Science: describe the life process of reproduction in some plants and animals	I will know what is appropriate in friendships and wider relationships. *RHE guidance 60: Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.*
3	I will know what to do if someone's touch makes me feel unsafe. *RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences*	I will know how to make sure that my worries are heard. *RHE guidance 62:* Pupils should know how to report concerns and seek advice when they suspect or know that	I will know the difference between a surprise and a secret.	I will know how to reduce the risk of hazards outside of the home.	I will know hygiene strategies to manage the changes during puberty. KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	I will know why discrimination is harmful. *RHE guidance 37: expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum* *RHE guidance 30: Schools should be alive to issues such as everyday sexism, misogyny,*	I will know how the media can affect my self-esteem. *RHE guidance 58: The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.*

	between appropriate and inappropriate or unsafe physical, and other, contact	something is wrong.				*homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled* *RHE guidance 31: schools should put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, (sexual orientation, discrimination, homophobia)*	

Appendix 2: By the end of <u>primary school</u> pupils should know

Topic	Pupils should know
Families and people who care about me	· That families are important for children growing up because they can give love, security and stability · The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives · That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care · That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up · That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Caring 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 · How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

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 · The importance of permission-seeking and giving in relationships with friends, peers and adults
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 · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · How to recognise and report feelings of being unsafe or feeling bad about any adult · How to ask for advice or help for themselves or others, and to keep trying until they are heard · How to report concerns or abuse, and the vocabulary and confidence needed to do so · Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.