



Relationships and Sex Education Policy

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1: Aims

As a school within the Future Academies Trust, we have the highest aspirations for our children. We believe that their life chances are improved through the provision of a broad and deep knowledge-rich curriculum. This includes a RSE curriculum covering relationships and sex education, in addition to and alongside a science and PSHE curriculum.

The aims of relationships and sex education (RSE) at our school are to:

- Enable teachers to provide a framework in which sensitive discussions can take place
- Prepare pupils for the next phase in their personal, emotional, moral, sexual and physical development and the importance of health, hygiene and safety
- Help pupils develop feelings of (and behaviour around) self-respect, confidence and empathy
- Create a positive and open culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves, their bodies and changes that take place
- Teach pupils to understand their needs and the needs of others

These aims are underpinned by the school values:

- We come to school to learn
- We respect each other
- We keep each other safe

2: Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but, as part of the Future Academies Trust, 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 Millbank Academy we teach RSE as set out in this policy.

3: Definition

RSE is about the personal, social, physical and cultural development of pupils, and involves learning about relationships.

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

RSE is not about the promotion of sexual activity, but rather understanding sexual health within a healthy lifestyle context, and understanding diversity and personal identity.

4: Curriculum

Our curriculum is set out as per Appendix 1, subject to adaptations when necessary, such as to cover topical/current events, both local and global. We cover relationship education and, as recommended by the Department for Education, sex education in an age appropriate context.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner. We encourage pupils to discuss the information and their feelings with their families and other trusted adults. We discourage children from seeking 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**.

5: 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 PE (keeping healthy).

Weekly PSHE sessions are delivered by the form tutor/class teacher. Support staff may be utilised to offer support to SEND pupils. Resources will be adapted to ensure that they are child-appropriate and allow access to the information by all pupils. In order for all pupils to be given the opportunity to join in discussions, the method for doing so may need to be adjusted for individual pupils.

Older pupils also receive stand-alone sessions delivered by appropriately trained and experienced adults.

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

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).

6: Roles and responsibilities

6.1. The local governing body

The local governing body will hold the headteacher to account for the implementation of this policy. It is a requirement for the parents of the school to be consulted when drawing up a RSE policy. The parent governors have been consulted in this regard as part of this process; the members of the governing body have approved this policy.

6.2. The headteacher

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).

6.3. Staff

Form tutors and other trained and experienced professionals 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.

The names of the form tutors and other adults who teach RSE are available on the latest form timetables.

6.4. Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Form tutors will model, support and challenge pupils in this regard to ensure that a mutually beneficial and respectful environment is established.

7: 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/non-science components of sex education within RSE.

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

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

8: 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 the school nurse), to provide support and training to staff teaching RSE.

9: Monitoring arrangements

The delivery of RSE is monitored by the SLT through the scrutiny of plans, training, lessons, books, conversations with children, form tutors, staff and invited guests.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the LGB.

10: Safeguarding

It is the role of the form tutor to encourage children to discuss their feelings and experiences and this may raise potentially sensitive issues. Teachers must listen attentively and should follow the procedures in the Safeguarding Policy any issues if concerns are raised.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Theme number and time of year	Theme title	Key social and emotional aspects of learning addressed
1. September/October	New beginnings	<ul style="list-style-type: none"> • Empathy • Self-awareness • Motivation • Social skills
2. November/December	Getting on and falling out	<ul style="list-style-type: none"> • Managing feelings • Empathy • Social skills
3. One to two weeks in the autumn term (to coincide with national anti-bullying week in November)	Say no to bullying	<ul style="list-style-type: none"> • Empathy • Self-awareness • Social skills
4. January/February	Going for goals!	<ul style="list-style-type: none"> • Motivation • Self-awareness
5. February/March	Good to be me	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy
6. March/April	Relationships	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy
7. June/July	Changes	<ul style="list-style-type: none"> • Motivation • Social skills • Managing feelings

Sex education Years 5 & 6

- **Science** – life cycles and reproduction (including human); puberty;
- **PSHE** – changes in our bodies; hygiene; emotions; identity and diversity; gender; consent; making good choices; healthy relationships; who to speak to
- **Computing** – internet safety; age restrictions, social media; messaging; appropriate use of technology; who to speak to
- **PE** – keeping healthy; personal hygiene

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 from others if needed
Caring friendships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>

Version Control:

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