Relationships and Sex Education Policy

Court Lane Infant Academy/Court Lane Junior Academy

Contents

1. Aims 2
2. Statutory requirements 2
3. Policy development 3
4. Definition 3
5. Curriculum 3
6. Delivery of RSE 3
7. Roles and responsibilities 4
8. Parents' right to withdraw 5
9. Training 5
10. Monitoring arrangements 5

Appendix 1: Curriculum map 7
Appendix 2: By the end of primary school pupils should know 13
Appendix 3: Parent form: withdrawal from sex education within RSE 16

1. Aims

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

- To provide a framework in which sensitive discussions can take place
- To enable pupils to thrive as individuals and as members of society
- To create a positive culture around issues of sexuality and relationships
- To provide children with the skills and correct vocabulary to build and maintain good, healthy relationships, manage emotions, describe their bodies and communicate effectively in a range of different situations
- To equip pupils with accurate, relevant knowledge to live healthy lifestyles including managing and maintaining their physical, mental and emotional health
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To give pupils the opportunity to explore, clarify, challenge and reflect on their own and others attitudes
- To give pupils the opportunity to make informed choices and understand what influences decisions
- To encourage children to be global citizens that respect and take responsibility for the environment

2. Statutory requirements

As an Infant and Junior School, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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

In teaching 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 Court Lane Academies, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a small working group (RSHE leads and head teachers) pulled together all relevant information including relevant national and local guidance
2. Share - the RSHE policy was shared and reviewed by governors and amendments were made
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to review the RSHE policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE through discussion
6. Ratification – once amendments were made, the policy was re-shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils.

RSE is about discussing issues, current affairs and topics.

RSE is about listening to other people's views and reflecting on personal views.

RSE is about educating children and preparing them for life in today's modern world.

RSE involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves exploring language, which allows children to communicate and express their thoughts, feelings and emotions appropriately.

RSE is not about the promotion of sexual activity

5. Curriculum

Our curriculum is set out as per Appendix 1 but this may need to be adapted as and when necessary.

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 that children are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings – Year 5 and 6
- How a baby is conceived and born – Year 6

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Many biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is also linked closely with our computing curriculum and addresses the emerging need of keeping children safe online in today's modern world.

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

Our Relationships Education and Health Education programme is an integral part of our whole school PSHE education provision.

This provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles
- discuss the importance of British values and give examples of what this may look like in society today recognise how to stay safe online
- know basic first aid

In Year 5 and 6, children will learn the changes that adolescence brings. In Year 6 the children will learn how a baby is conceived and born.

This policy reflects and is line with the schools' equal opportunities policy and the schools ensure that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and helps all pupils to feel valued and included, regardless of their gender, ability, disability, experiences and family background. Relationships Education strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answering appropriate questions and offering support.

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).

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

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 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/non-science] components of RSE (see section 8).

7.3 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 [nonstatutory/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.

All class teachers will have the responsibility of teaching RSE in our school.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (see Year 6 curriculum plan in Appendix 1, Lesson 3).

Please speak to your child's class teacher to discuss the content of the session. Requests for withdrawal should be then 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.

9. 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject leaders, Mrs Fagelman at Court Lane Infant School and Miss Long at Court lane Junior school through:

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

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning, quotes from children and observation. At the end of each half term, each teacher reviews the programme they have implemented and pass on any comments to the lead as part of the monitoring cycle.

We conduct planning scrutinies, learning walks and review pieces of work and discussions from the children.

This policy will be reviewed by the PSHE subject leaders every two years. At every review, the policy will be approved by the Local Governing Body and Headteachers.

Date Approved	**31.03.2021**
Owner	**Local Governing Body**

Appendix 1: Curriculum map

Relationships and sex education curriculum map

PSHE Curriculum Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How do I care for myself and others?	**How do I keep myself safe?**	**How do I keep safe online?**	**What makes me happy?**	**How do I look after myself and others?**	**How do families look after you?**
Relationships Caring friendships Respectful Relationships	**Relationships** Being Safe	**Relationships** Online Friendships			**Relationships** Families and people who care for me
Physical health and mental wellbeing Healthy Eating	**Physical health and mental wellbeing** Mental wellbeing	**Physical health and mental wellbeing** Internet safety harms Drugs, alcohol and tobacco	**Physical health and mental wellbeing** Mental wellbeing	**Physical health and mental wellbeing** Health and prevention Basic first aid	**Physical health and mental wellbeing** Physical health and fitness
• LO 1 What is friendship? • LO 2 How can we communicate our feelings to others? • LO 3 What is bullying and how can it affect people? • LO 4 Is respect and self-respect important and why? • LO 5 What makes a positive, healthy relationship?	• LO 1 What secrets are okay to keep? • LO 2 What can we do if we get lost? • LO 3 Are emotions normal, how can they affect us? • LO 4 What help can we get to help us with our emotions? • LO 5 Why is physical exercise important?	• LO 1 What are the advantages and disadvantages of using the internet? • LO 2 How can we be respectful online? • LO3 What information should we keep private online? • LO 4 How can we keep healthy (including with medicines and prescribed drugs)?	• LO 1 What is meant by mental well-being? • LO 2 Why is sleep important for our mental health and well-being? • LO 3 How does bullying affect our mental health and well-being? • LO 4 How can we control the emotions that don't make us feel good?	• LO 1 How can we keep safe in the sun? • LO 2 Why is good quality sleep important? • LO 3 What do you do to look after your teeth? • LO 4 How do germs spread? • LO 5 Who can we ring for help in an emergency?	• LO 1 Are families important and why? • LO 2 How are families to different to one another? • LO 3 How should people care for one another? • LO 4 How can we build regular exercise in to our lives? • LO 5 What might happen to our mind and body if we do not exercise?

PSHE Curriculum Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How can we stay safe and healthy?	**What makes a family and how are they the same and different?**	**Are all friendships real?**	**What makes a good friend?**	**How do we show respect?**	**Why should we express our emotions?**
Relationships Being Safe	**Relationships** Families and People Who Care For Me	**Relationships** Online Friendships	**Relationships** Caring Friendships	**Relationships** Respectful Relationships	
Physical health and mental wellbeing Physical Health and Fitness Healthy Eating Drugs, Alcohol and Tobacco	**Physical health and mental wellbeing** Mental Wellbeing	**Physical health and mental wellbeing** Internet Safety Harms	**Physical health and mental wellbeing** Basic First Aid	**Physical health and mental wellbeing** Health and Prevention	**Physical health and mental wellbeing** Mental Wellbeing
• LO 1 How can we seek help for ourselves and others? • LO 2 How do we know who we can trust? • LO 3 How can we keep ourselves healthy? • LO 4 Why do we need to be safe with medicines? • LO 5 When is it okay to touch others? • LO 6 What should we do if someone makes us feel uncomfortable?	• LO 1 What are the characteristics of a healthy family? • LO 2 What makes a family a family? • LO 3 What can we do if we feel unsafe? • LO 4 When do we feel different emotions? • LO 5 What are the different types of bullying? • LO 6 How can we look after ourselves mentally?	• LO 1 How do we know who we are speaking to online? • LO 2 Is it important to behave the same online as you do in real life? Why? • LO 3 What are the advantages and disadvantages of the internet? • LO 4 Should we spend more time online or offline? Why? • LO 5 Where do we get support from with online problems? • LO 6 Am I always responsible for my actions?	• LO 1 How do people choose and make friends? • LO 2 How can we work through problems with friendships? • LO 3 How do we know who we are speaking to online? • LO 4 Should I respect people who look and act differently to me? Why? • LO 5 What is an emergency and what should we do when there is one? • LO 6 What are the different emergency services and how do they help us?	• LO 1 How can we make sure we are respected by others? • LO 2 What can we do to maintain positive and healthy relationships? • LO 3 Why are courtesy and manners important? • LO 4 What are the different forms of communication? • LO 5 What is the difference between a secret and a surprise? • LO 6 How can we stay safe in the sun?	• LO 1 What words can we use to express our emotions for ourselves and others? • LO 2 Do I always react appropriately? • LO 3 How can I resist pressure to do something I don't want to do? • LO 4 What support is there for me if I am worried about my own or someone else's mental well-being? • LO 5 What does isolation and loneliness look like? • LO 6 How can I encourage others to have a healthy body and healthy mind?

PSHE CURRICULUM YR 3					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Relationships and sex education (RSE) - Families and people who care about me - Caring friendships	*Relationships and sex education (RSE)* - Online relationships - Being safe - Respectful relationships	*Physical health* - Physical health and fitness - Healthy eating - Health and prevention - Basic first aid - Changing adolescent body	*Mental health and wellbeing*	*Internet safety*	*Drugs, alcohol and tobacco/substance misuse*
LO1: who is special to me? LO2: what is meant by family? LO3: is being different okay? LO4: what makes a good friend and why are they important? *P4C opportunity* LO5: what is respect?	LO1: should I respect everyone even if I haven't met them? *P4C opportunity* LO2: is being private important? LO3: does my body belong to me? LO4: how do I know if something is unsafe? LO5: if I don't feel safe, who can I go to?	LO1: why do I need to have an active lifestyle? LO2: what is meant by healthy eating? LO3: how can I keep myself safe and healthy? LO4: how do the emergency services keep me safe and healthy? LO5: how does my body change over time?	LO1: why do I have feelings? LO2: what might affect my feelings? LO3: how can I manage my feelings and who might help me? LO4: how does bullying affect people's feelings? LO5: is it okay to feel down? *P4C opportunity*	LO1: why do we use the internet? LO2: how do my actions online affect me? LO3: how do my actions online affect others? LO4: can I trust everything online? LO5: how can I stay safe online?	LO1: what is meant by addiction? LO2: how could addiction be harmful? LO3: how could prescribed drugs be harmful to me? LO4: how can the media influence me? LO5: how can the people in my life influence me?

PSHE CURRICULUM YR 4					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Relationships and sex education (RSE) - Families and people who care about me - Caring friendships	*Relationships and sex education (RSE)* - Online relationships - Being safe - Respectful relationships	*Physical health* - Physical health and fitness - Healthy eating - Health and prevention - Basic first aid - Changing adolescent body	*Mental health and wellbeing*	*Internet safety*	*Drugs, alcohol and tobacco/substance misuse*
LO1: why are families important? LO2: is my family the same as yours? LO3: what makes a good friend? LO4: is it okay to argue or fall out with friends? LO5: why is it important to respect difference?	LO1: how can I respect myself and others around me? LO2: should I tell or keep secrets? LO3: what do I do if something feels unsafe? LO4: are there risks to me when I'm online? LO5: how does information online affect me?	LO1: does having an active lifestyle impact me as a person? LO2: why is it important to eat healthily? LO3: how do I know when my body is feeling unhealthy? LO4: what could I do in an emergency? LO5: how does my body change emotionally over time?	LO1: how do my emotions change? LO2: do my emotions affect my behaviour? LO3: what can I do to manage my emotions? LO4: who can help me to manage my emotions? LO5: how does bullying affect people's emotions?	LO1: is the internet good or bad? *P4C opportunity* LO2: does using the internet have risks to me? LO3: what is meant by a digital footprint? LO4: should I trust everything I see online? LO5: how can I stay safe online?	LO1: what is meant by addiction and how does it work? LO2: how could addiction be harmful to people's health? LO3: are prescribed drugs bad for me? LO4: how can the media influence me positively and negatively? LO5: how can the people in my life influence me positively and negatively?

PSHE CURRICULUM YR 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships and sex education (RSE) - Families and people who care about me - Caring friendships - Online relationships - Being safe - Respectful relationships		*Physical health* - Physical health and fitness - Healthy eating - Health and prevention - Basic first aid - Changing adolescent body	*Mental health and wellbeing*	*Internet safety*	*Drugs, alcohol and tobacco/substance misuse*
LO1: how can families be different from my own? LO2: what makes a healthy relationship? LO3: how can relationships be different online and offline? LO4: what should I do if I see bullying? LO5: why should I respect difference?	LO1: why is respecting myself just as important as respecting others around me? LO2: what type of contact is acceptable to me in a healthy relationship? LO3: do I stereotype people? LO4: what are the risks to me when I am online? LO5: how is the information I put online used?	LO1: how does having an active lifestyle impact my wellbeing? LO2: how could living an unhealthy lifestyle impact me? LO3: why is it important to recognise when my body feels unhealthy? LO4: how can I help in an emergency? LO5: how does my body change physically over time?	LO1: what can affect my emotions and how I manage them? LO2: what is meant by mental health/wellbeing? LO3: how is my mental, physical and emotional health linked? LO4: who can give me support and advice, when I need it, about my wellbeing? LO5: how can bullying affect someone's mental health/wellbeing?	LO1: is the internet essential to my life? *P4C opportunity* LO2: how could the internet impact my wellbeing? LO3: what age do I need to be to access certain things on the internet and why? LO4: should I challenge things I don't think are true online? LO5: how do settings on electronic devices enable me to stay safe online?	LO1: what are people addicted to in today's modern world? LO2: how can addiction affect someone's life? LO3: how can prescribed drugs be harmful to me? LO4: does the media contribute towards addiction? *P4C opportunity* LO5: what is my attitude towards alcohol and tobacco use?

PSHE CURRICULUM YR 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Relationships and sex education (RSE) - Families and people who care about me - Caring friendships - Online relationships - Being safe - Respectful relationships		*Physical health* - Physical health and fitness - Healthy eating - Health and prevention - Basic first aid - Changing adolescent body	*Mental health and wellbeing*	*Internet safety*	*Drugs, alcohol and tobacco/substance misuse*	*Sex education*
LO1: are there different types of commitment in families? LO2: how do I manage an unhealthy relationship? LO3: how can I use what I know about offline relationships online? LO4: *P4C opportunity* – bullying (child led) LO5: how do we celebrate difference?	LO1: is having self-respect more important than having respect for others? *P4C opportunity* LO2: what type of physical contact is acceptable to me in a healthy relationship? LO3: how could stereotypes influence my actions? LO4: can I recognise the risks online to myself and others? LO5: how is the information, that I put online, shared?	LO1: how does having an active lifestyle impact my physical and mental wellbeing? LO2: why is eating healthily important to me? LO3: how do I keep myself safe? LO4: how can I help in an emergency? LO5: how does my body change physically and emotionally over time?	LO1: how do I manage my physical, mental and social wellbeing? LO2: is it ever okay to feel down? *P4C opportunity* LO3: who can give me support and advice, when I need it, about my wellbeing? LO4: what is peer pressure and how might this affect me in my life? LO5: what impact does bullying have on someone's mental wellbeing?	LO1: would it be possible for me to survive in today's modern world without the internet? *P4C opportunity* LO2: how could using the internet affect my wellbeing? LO3: what age do I need to be to access certain things on the internet and why? LO4: have I ever been exploited online? LO5: do I know how to change and use settings on electronic devices to enable me to stay safe online?	LO1: why do people find themselves dealing with addiction in today's modern world? LO2: how can addiction affect an individual's life and the people around them? LO3: are prescribed drugs be harmful to me? LO4: what contributes towards addiction? *P4C opportunity* LO5: what is my attitude towards alcohol and tobacco use? *P4C opportunity*	LO1: how does my body change over time? (recap) LO2: what does a healthy relationship look like? LO3: what is reproduction and conception? LO4: how is a baby born and what does it need to survive?

Appendix 2: By the end of primary school 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 from others if needed
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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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	