

# Relationships and Sex Education Policy

(taught as part of the PSHE curriculum)

## Crossacres Primary Academy



<b>Approved by:</b>	Governing Body	<b>Date:</b> June 2022
<b>Last reviewed on:</b>	May 2021	
<b>Next review due by:</b>	June 2023	

## Contents

1. Aims.....	2
2. Statutory requirements.....	2
3. Policy development .....	3
4. Definition.....	3
5. Curriculum .....	3
6. Delivery of RSE .....	4
7. Use of external organisations and resources .....	5
8. Roles and responsibilities.....	5
9. Parents' right to withdraw.....	7
10. Training .....	8
11. Monitoring arrangements.....	8
Appendix 1: Curriculum map.....	9
Appendix 2: By the end of primary school pupils should know .....	12
Appendix 2: By the end of secondary school pupils should know .....	<b>Error! Bookmark not defined.</b>
Appendix 3: Parent form: withdrawal from sex education within RSE.....	15

---

## 1. 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

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Crossacres Primary Academy we teach RSE as set out in this policy.

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

### 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 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

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils 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.

## 6. 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 religious education (RE).

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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, and depending on the changing needs of our students

Relationships Education is taught within the PSHE curriculum. Biological aspects of Relationships Education are taught within the science curriculum (eg the life-cycle and reproduction Year 5 Summer 1).

These areas of learning are taught within the context of family life, both implicitly and explicitly through lessons and assemblies but also through our use of positive images and resources around school including inclusivity of language. We take 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) or that pupils may not conform to any particular stereotype (ie non-binary).

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

Primary Education will focus on:

- Preparing pupils for the changes that adolescence brings including puberty as part of health education.
- The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals.

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 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).

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.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 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

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making 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.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

The governing board has delegated the approval of this policy to **Emma Findlay (Safeguarding – Governor)**

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

### 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/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 teachers have a responsibility for teaching Relationships Education within the school.

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head teacher.

- Lauren Butler/ Alex Fostinis and Sonya Russell have responsibility for the Relationships Education curriculum in school. They are line managed by Deputy Head – Julie Harrison.

### 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.

In primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. **At Crossacres we are not teaching beyond the national curriculum for science and are focusing on relationships within our PSHE curriculum rather than sex 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 school 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. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and SLT as part of the routine monitoring arrangements through:

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

This policy will be reviewed by the full governing body and the deputy head.

At every review, the policy will be approved by: the full governing body/Emma Findly –Safeguarding lead and the head teacher.



	Autumn			Spring			Summer		
	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy lifestyles	Ourselves, Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	British Values & Rights Respecting	Environment	Money
Year 3	Balanced diets; characteristics of health/unhealthy diet; characteristics of an active lifestyle; importance of regular exercise and the risks of having an inactive lifestyle  Look at sun protection; how to protect our skin from sun damage.	Positive self-thought and reflection; resilience; how emotions can impact on their behaviour; how to judge whether what they are feeling and how they are behaving is appropriate and proportional; where and how to seek support	Identifying risk, hazards and dangers; developing strategies to keep safe in the environment; basic first aid; identifying who helps us stay safe & how to call 999  Accident prevention: open water & railway	Identifying the different feelings and emotions people experience; how feelings and emotions change; managing emotions and ways of expressing feelings; why this is important how and where to get help, advice and support with feelings and emotions	Recognising positive, healthy friendship traits; identifying how to maintain friendships and how to resolve conflicts; recognising unhealthy, unsafe friendships online	Diversity and multiculturalism; what it means; the benefits of living in a diverse community; valuing diversity within communities	Human rights and Children's right; Children's rights Charter; investigating if these are always met	British endangered animals and their habitats; human effects on these; how to make a difference  (Eco strand: biodiversity)	Various way of paying; saving and budgeting based on priorities; influence on spending and saving
Year 4	Hygiene routines that prevent the spread of bacteria and viruses; understand the importance of vaccinations to stop viruses. Allergies and the importance and how people live with them	Puberty; physical and emotional changes; hygiene routine during puberty; identifying where to get help and support	Pride: identify what a drug is; how smoking affects our health and our choice; cost of smoking What is alcohol; legal age; facts and risks with drinking alcohol; alcohols effects on emotional health; impact on	Discuss how to form friendships and how to repair friendships; Recognise the difference between dares and a positive challenge; recognise who would give you a dare or challenge; how unsafe dares can be & the impact on mental health.	What respect means; the importance of self-respect; conventions of courtesy and manners; how we show respect to positions of authority.	Identify examples of gender stereotyping, challenge gender stereotyping; the impact of stereotyping on mental health	The meaning of democracy; How is Britain democratic including voting and manifestos; that not all countries are democratic	Discuss how important clean running water is; the stages of cleaning water; how communities lack running water; marine issues due to plastic and global warming; droughts and flooding	What enterprise means; inspiring entrepreneurs; pathways to different careers;
	Autum			Spring			Summer		
	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy lifestyles	Ourselves, Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	British Values & Rights Respecting	Environment	Money
Year 5	The importance of sleep; how sleep can affect weight, mood and the ability to learn; how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body; plan a healthy meal; food choice influences	Body image; photo manipulation; How media and adverts enhance and manipulate images of bodies; how media mislead and influence us especially linked to weight, appearance and mental health	Accident prevention; what to do in an emergency; Learn the skills for basic first aid including head injuries, bites and stings, bleeding, choking and basic life support; how to deal with someone who is unresponsive; how to call 999  Pride: how to respond to finding a syringe	Recognising and respecting personal boundaries; explain and demonstrate how to communicate their own personal boundaries; explain what is meant by 'consent' in the context of friendships and relationships; explain what people must do to give and receive consent in their friendships	Recognising different committed loving relationships and families including civil partnerships & marriage. Discuss why 2 people choose & willingly agree to marry; characteristics of a caring family; where to seek help if family is making them feel unsafe/ unhappy	Discuss what identity means; discuss role models in the LGBT community; homophobic language and bullying	The Rule of Law, why and how laws are made	How resources are allocated has an effect on communities, individuals and the environment Linked to fair trade  (Eco strand: Global citizenship & transport e.g. carbon miles)	Becoming a critical consumer; understanding advertising and the medias influences; how to compare prices and find deals
Year 6	The legal risks and health effects of legal and illegal substances on immediate and future health (including 'energy drinks'); solvent abuse; legal and illegal drugs; peer influence; how the media shows drug use	Changes that happen at puberty emotionally and physically; menstruation cycle; how to manage change; how to manage more independence	The responsible use of mobile phones; the benefits of rationing time on mental wellbeing; Online abuse, trolling and bullying can take place online and on phone; who to talk to if they feel uncomfortable; trustworthy vs untrue websites/media	Stress, bereavement and change in relationships & family; Dealing with stress from school life; recognise common causes of worry that might be part of transition & how to manage; how people can experience mental ill health & where to access help.	Unhealthy relationships and pressure including friendship and online behaviours; where to find help.	Prejudice and discrimination; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	Explore and critique how the media presents information; explore bias; explore whether the media affects tolerance for other	How consumerism is affecting the environment including palm oil, clothing industry and landfill.  (Eco strand: waste and global citizenship)	Explore financial scams; risks of borrowing money & understanding interest rates; understanding taxes and how money deducted supports the wider community incl NHS



- Privacy
- Speak with out being interrupted
- Be listened to
- Our own space
- Express ideas and feelings
- Be respected
- To learn
- Make mistakes

Appendix 2: Example of Ground Rules



## 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"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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. 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