

Relationships and Sex Education (RSE) Policy

1. Aims

The aims of relationship and sex education (RSE) within the Wellsway Multi Academy Trust (WMAT) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils/students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils/students the correct vocabulary to describe themselves and their bodies

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 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 The Meadows we teach RSE as set out in this policy.

3. Policy development

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

1. WMAT Policy – The WMAT Executive Leader for Safeguarding and a WMAT primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all WMAT schools to adapt to the school context was then created.
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 give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors

4. Definition

We teach RSE through the SCARF curriculum. SCARF Relationships Education is a comprehensive sex and relationships education resource that brings together all the key elements of Relationships Education: Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction.

SCARF Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix A but we may need to adapt it 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 they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

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

6. Delivery of RSE

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world. RSE is taught within this curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). All concept taught are delivered in an age appropriate way. Resources and videos are provided by a nationally recognised provider (Coram Life). Teachers have access to training materials and ongoing support also provided by Coram Life.

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
- Emotional Health
- Keeping Safe
- Puberty
- Reproduction

For more information about our RSE curriculum, see Appendices A and B.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 Governance

Approval of this policy is the responsibility of the Multi-Academy Trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

7.2 Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSE is taught consistently across each academy, and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

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/students
- Responding appropriately to pupil/students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/Principal.

7.4 Pupils/Students

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

8. Parents/Carers' rights to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 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 ongoing professional development.

The Headteacher/Principal 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 **Josephine Campbell, Curriculum Lead** through the teaching of the SCARF curriculum:

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

Appendix A – Relationships and sex education curriculum map

| YEAR GROUP | TOPIC/THEME DETAILS |
|------------------|---|
| Reception (EYFS) | Where babies come from (mummy’s tummy) and how we look after babies, different types of families, some parts of our body are private and should not be touched without permission. |
| Year 1 | <p>Identify parts of their bodies using scientific terminology. NSPCC’s PANTS rules. These are designed to teach pupils how to stay safe from sexual abuse, without giving explicit information or telling scary stories or even using the term “sexual abuse”.</p> <p>In the lesson, children will learn about the ‘PANTS’ acrostic, which stands for:</p> <ul style="list-style-type: none"> • Privates are private. • Always remember your body belongs to you. • No means no. • Talk about secrets that upset you. • Speak up, someone can help. |
| Year 2 | Reinforce PANTS rule, basic terminology for boys and girls genitals |
| Year 3 | Reinforce PANTS rule |
| Year 4 | Children will be beginning to discuss growing and changing and the feelings that accompany this. Children will label parts of the male and female anatomy, and learn about personal hygiene and how hormones begin to affect this (puberty). Children will be introduced to menstruation with a focus on being ‘period positive’. Children will also look the term reproduction in the sense of animals and their young. |

| YEAR GROUP | TOPIC/THEME DETAILS |
|------------|--|
| Year 5 | Building on Year 4 content, children will also look at positive body image and discuss the influences the media and social media can have on this. Children will have the opportunity to discuss feelings about body changes in single-sex groups. Children are also made aware that in some cultures certain people may commit crimes against a girl's body (Female Genital Mutilation). |
| Year 6 | Children will continue to build on all Year 4 and Year 5 content. Children will discuss positive and negative influences on well-being. Children will also be taught about menstruation, as well as other changes that will occur during puberty in both sexes. Children will discuss these changes in single-sex groups. Children will learn about human reproduction from conception through to birth. They will watch a scientific animation of this process. Children will be introduced to the concept of contraception and alternative methods of conception (eg IVF, surrogacy and adoption). Children will challenge gender stereotypes and discuss discrimination due to sexual preference. Children will have the opportunity to ask questions anonymously which teachers will discuss and answer, if appropriate. |

Appendix B – Department for Education RSE Guidance

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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| 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 |
| 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 |

| TOPIC | PUPILS SHOULD KNOW |
|------------|---|
| 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 C – 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 | |