



Document Title	Relationships and Sex Education Policy
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### **I. Aims**

The aims of relationships and sex education (RSE) at our academies is 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 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](#).

All InMAT Schools teach RSE as set out in this policy.

All InMAT schools teach sex education, in addition to the science curriculum, to Year 6 pupils

## 3. Policy Scope

This policy applies to all academies in the Trust.

In the academies, the curriculum will provide the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

## 4. Legal and Regulatory Framework

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationship education, sex and relationship education and health education 2020.
- Keeping children safe in education 2020
- Behaviour and discipline in schools 2016
- Mental health and behaviour in schools 2018
- Sexual violence and sexual harassment between children in schools 2018
- The SEN Code of Practice 2015
- The Equality Act 2010

## 5. Policy development

Each academy will consult with parents and pupils to agree the following:

- Details of content and when each topic is taught, taking account of the age of the pupils

- Who delivers either Relationship Education or Relationship Sex Education
- How the policy has been produced and how it will be kept under review in both cases working with parents
- How delivery of the content will be made accessible to all pupils including those with SEND
- Explanation of the right to withdraw

## 6. 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.

## 7. Curriculum

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 3.

## 8. 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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 3.

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).

## 9. Roles and responsibilities

### The Board of Trustees

The Board of Trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

### 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).

### 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.

Those responsible for teaching RSE in our academies are:

Name of teacher	Amy Dodds
Name of teacher	Hannah York

### Pupils

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

## **10. 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.

If the request is agreed, alternative work will be given to pupils who are withdrawn from sex education.

## **11. 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.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Local Academy Committee (LAC) members should monitor the delivery and impact of RSE. Trustees will receive feedback from LACs

This policy will be reviewed by InMAT every year.

At every review, the policy will be approved by the Board of Trustees

## Appendix I: By the end of primary school pupils should know:

<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p>

	<p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>



**To be completed by the parents**

Name of Child:		Class	
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Name of Parent		Date	
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Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent Signature	
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**To be completed by the school**

Agreed actions from discussion with parents	
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### Appendix 3: Our Curriculum Map for PSHE / SRE / Science

#### Curriculum Map-Little Harrowden Primary SRE, Science and PSHE

Year 1		
Science topic: Animals including humans	SRE	PSHE
<p>Key objectives – Name, draw and label the basic parts of the human body and say which part of the body is to do with each sense. To know the importance of valuing oneself To recognise that everyone is different To recognise their bodies' capabilities</p>	<p>To know the importance of valuing oneself To recognise that everyone is different To recognise their bodies' capabilities and uniqueness To know that there are different types of family and all families have special roles in children's lives. To understand what friendship is To recognise most children can make choices.</p>	<p><b>Knowledge and Understanding</b> Begin to know about the process of growing from young to old (including birth and death) and how peoples' needs change. Begin to understand how we keep healthy e.g. eating, exercise and hygiene. Begin to understand how we keep healthy e.g. eating, exercise and hygiene. Know basic rules of personal protection including sun, road, water and classroom safety in relation to self and not touching another person's blood. <b>Personal and Social Skills</b> Develop the ability to make simple choices that improve their health, well-being and personal hygiene.</p>

Year 2		
Science topic: Animals including humans	SRE	PSHE
<p>Key objectives – Explain that animals, including humans, have babies which grow into adults. Explain the needs of animals, including humans, for survival. Explain the importance of exercise, eating healthily and keeping clean.</p>	<p>Know the names of the main parts of the body, including agreed names for sexual parts. To understand and respect differences and similarities between boys and girls To explore some of the differences between males and females and to understand how this is part of the life cycle.. To appreciate that everyone needs to be cared for To learn why it is important to keep clean.</p>	<p>Developing a Healthier and Safer Lifestyle Know the names of the main parts of the body, including agreed names for sexual parts. Begin to understand the concept of male / female and human development from birth to five. Begin to know about the process of growing from young to old and how a person's needs change. Begin to understand how we keep healthy e.g. eating, exercise and hygiene. Begin to know how some diseases are spread and how they can be controlled. Begin to understand that all medicines are drugs - establish safety rules with medicines and substances in home and school. <b>Personal and Social</b> Begin to develop confidence to talk about body parts and how they work. Develop the ability to make simple choices that improve their health, well-being and personal hygiene. Begin to practice how to keep themselves safe Begin to develop self-motivation — to eat well, exercise, and keep clean.</p>

		<p>Begin to recognise that certain actions may have consequences for themselves.</p> <p>Begin to recognise possible threats to personal safety, e.g. good / bad touches.</p> <p>Begin to recognise when they and others need help and where to go to receive it (Doctor, Dentist, Teacher, School Nurse, and Parent).</p>
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Year 3		
Science topic: Animals, including humans (teeth, eating and movement)	SRE	PSHE
<p>Key objectives –</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Explain why humans and some other animals have skeletons and muscles.</p>	<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened.</p> <p>To recognise and challenge gender stereotypes</p> <p>To recognise the difference between males and females including body parts</p> <p>To recognise that families are different and to challenge stereotypes about families.</p> <p>To be able to demonstrate simple decision making strategies.</p> <p>To be able to use basic techniques to resist pressure.</p>	<p><b>Developing Safer and Healthier Lifestyle</b></p> <p>Understand what makes a healthy lifestyle including the benefit of exercise and healthy eating.</p> <p>Begin to know about drugs — that not all drugs are medicines and some aspects of the law relating to substance use, potential risks and reasons for use and people who can help with concerns about drugs.</p> <p>Begin to understand what is necessary for positive emotional health and well-being.</p> <p>Know basic rules of personal protection including sun, road, water and classroom safety.</p> <p>Begin to understand the need for health and safety in their own environment and recognise when risks occur e.g. road and water safety and basic first aid.</p> <p>Know about personal safety including what kind of physical contact is acceptable.</p> <p>Develop greater confidence in order to cope with pressure and manage personal behaviour.</p> <p>Begin to explore different views and attitudes to health related issues e.g. smoking and diet.</p> <p>Recognise who to talk to and where to get help</p>

Year 4		
Science topic: Animals including humans	SRE	PSHE
<p>Key objectives –</p> <p>Explain some parts of the digestive system in humans.</p> <p>Explain the different types of teeth in humans and what they do.</p> <p>Describe and explain a variety of food</p>	<p>To understand the human life cycle and how the body changes.</p> <p>To identify some basic facts about puberty, reproduction and pregnancy.</p> <p>To learn about the physical changes associated with puberty.</p>	<p><b>Developing a Healthier and Safer Lifestyle</b></p> <p>Know how the principle body systems work e.g. circulation, digestion, respiration.</p> <p>Know more about the human life cycle, significant events in this cycle e.g.</p>

chains, naming producers, predators and prey.	To learn strategies to deal with feelings in the context of relationships. To understand and be able to use assertiveness skills To answer questions with confidence and seek help when needed.	becoming a parent, bereavement, making new relationships, marriage. Understand what makes a healthy lifestyle including the benefit of exercise and healthy eating. Begin to know about drugs — that not all drugs are medicines and some aspects of the law relating to substance use, potential risks and reasons for use and people who can help with concerns about drugs. Develop the confidence to talk about personal health related issues Assess risk and make decisions about personal safety.
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<b>Year 5</b>		
<b>Science topic: Living things and their habitats</b>	<b>SRE</b>	<b>PSHE</b>
Key objectives – Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe how some animals and plants reproduce.	To explore the emotional and physical changes that occur during puberty. To consider gender stereotyping and sexuality To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty To understand that menstruation and wet dreams are a normal part of growing up. To explore in menstruation issues in detail with girl only groups. To appreciate the importance of friendship in intimate relationships.	<b>Developing a Healthier and Safer lifestyle Knowledge and Understanding</b>  The body changes that will take place at puberty. Understand what makes a healthy lifestyle including the benefit of exercise and healthy eating. Begin to know about drugs — that not all drugs are medicines and some aspects of the law relating to substance use, potential risks and reasons for use and people who can help with concerns about drugs Begin to understand the need for health and safety in their own environment and recognise when risks occur e.g. road and water safety and basic first aid. Know that pressure to behave in unacceptable and risky ways can come from a variety of sources. <b>Personal and Social</b> Make decisions related to relevant and personal health and choices. Assess risk and make decisions about personal safety. Develop greater confidence in order to cope with pressure and manage personal behaviour.

<b>Year 6</b>		
<b>Science topic: Animals, including humans (heart/digestion)</b>	<b>SRE</b>	<b>PSHE</b>
Key objectives – Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.	To explore the emotional and physical changes that occur during puberty. To consider reproduction in the context of relationships. To explore the process of conception and pregnancy. Learning about the roles and	<b>Developing a Healthier and Safer lifestyle Knowledge and Understanding</b> Know the body changes that will take place at puberty. Know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships, marriage.

<p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>responsibilities of carers and parents.</p>	<p>Begin to know about drugs — that not all drugs are medicines and some aspects of the law relating to substance use, potential risks and reasons for use and people who can help with concerns about drugs.</p> <p>Begin to understand what is necessary for positive emotional health and well-being e.g. the balance between work and leisure.</p> <p><b>Personal and Social Skills</b></p> <p>Develop the confidence to talk about personal health related issues.</p> <p>Make decisions related to relevant and personal health issues and choices.</p> <p>Assess risk and make decisions about personal safety.</p> <p>Develop greater confidence in order to cope with pressure and manage personal behaviour.</p> <p>Know about personal safety including what kind of physical contact is acceptable.</p> <p>Know that pressure to behave in unacceptable and risky ways can come from a variety of sources.</p>
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