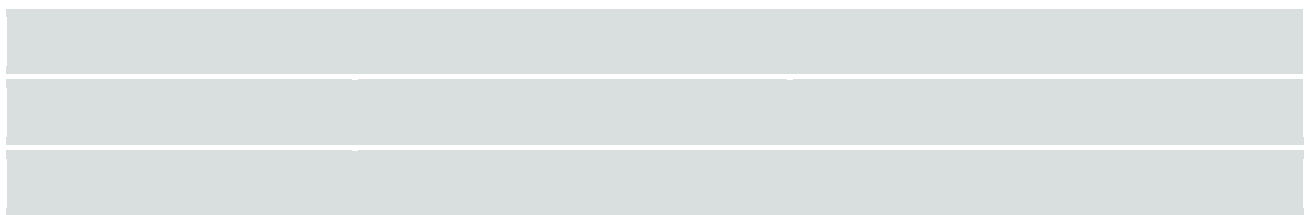


Policy 26. Holmer CofE Academy Relationships and Sex Education (RSE) Policy



Contents

1. Vision and Aims	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition	4
5. Curriculum	4
6. Delivery of RSE.....	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	6
9. Training.....	6
10. Monitoring arrangements.....	6
Appendix 1: Curriculum map.....	7
Appendix 2: By the end of primary school pupils should know.....	10
Appendix 3: Parent form: withdrawal from sex education within RSE	12

Our Vision and Aims

*"Inspiring us all to create a better world."
Matthew 5 13-15 "You are the salt of the earth...you are the
light of the world."*

Our vision is to be a place of great love and great learning, built on Christian values, where through **exploring Jesus the light of the world** we show **generosity of spirit, commitment to excellence and service to others.**

We aim to be a vibrant school where expectations are high and where effort and excellence are celebrated and everyone learns in a happy, safe and supportive environment.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health & Economic (PSHE) in which we deliver accurate, relevant and age-appropriate information about **Relationships** – one of the core stands of PSHE and

Citizenship. This will ensure that our children may achieve their full potential and leave our school prepared for the demands of society in their future.

We aim to **teach children about relationships** in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the **Sex and Relationship Education** strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND).

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

At Holmer CofE Academy we teach RSE as set out in this policy.

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](#).

We will not discriminate against any of the protected characteristics in the Equality Act¹ and will be sensitive to the faith and beliefs of those in the wider

school community. (Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)

Ofsted also fully support the notion that children should be taught about different families and relationships that typify growing up in modern Britain.

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 and 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 governors were invited to review the policy and comment
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

Relationships and Sex Education is a statutory component of the PSHE and Citizenship curriculum in Primary Schools from September 2020 which involves learning about the many strands of 'relationships' and 'growing up' including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online; diversity; personal identity and the emotional, social and physical aspects of growing up.

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 1 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.

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.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

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

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher (Jayne Maund) is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

All Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- Monitor progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

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-science components of sex education within RSE.

Requests for withdrawal should be discussed with the headteacher. Should you still choose to withdraw then it should 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 and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as a school nurse, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Zoe Jackson through:

Planning scrutinies, book monitoring and talking to children.

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

This policy will be reviewed by Zoe Jackson e.g. every two years. At every review, the policy will be approved by the headteacher and governing board.

11. Confidentiality & Safeguarding – Keeping Children Safe

At Holmer Cof E Academy, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or forced to take part in discussions.) For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

All classes make available a class 'question box' which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In line with the school's Policy for Safeguarding and Child Protection, we are committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We

implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

All Staff will exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within Relationships Education for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue - as with all such instances - the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with Holmer Cof E Academy's policy on Safeguarding and Child Protection.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 1	Autumn	Relationships- Friendship	1decision
	Spring	Caring Friendships, Respectful Relationships , Online Relationships Feelings and Emotions- Worry	CEOP, 1decision, NSPCC
	Summer	Families and People who care for me, Respectful Relationships, Caring Friendships	1decision
Year 2	Autumn	Being Safe, Caring Friendships, Respectful Relationships	1decision
	Spring	Caring Friendships, Families, Respectful Relationships	1decision, NSPCC
	Summer	Online Relationships, Respectful Relationships, Being Safe	1decision
Year 3	Autumn	Online Relationships, Caring Friendships	1 decision
	Spring	Being Safe, Online Friendships	1 decision, CEOP, NSPCC
	Summer	Relationships, Families, People Who Care for Us, Being Safe – Body language & Touch	1 decision
Year 4	Autumn	Caring Friendships, Bullying, Online Relationships	1decision
	Spring	Respectful relationships, Online Relationships, Being Safe	1decision, NSPCC
	Summer	Respectful Relationships	1 decision
Year 5	Autumn	Online Relationships, Respectful Relationships, Caring Friendships	1decision
	Spring	Families and people who care for me, Being Safe	1decision
	Summer	Online Relationships, Being Safe, Smoking, Puberty	1 decision

Year 6	Autumn	A World without judgement, Different Families, People sometimes behave differently online, Respectful Relationships	1 decision. CEOP
	Spring	Being Responsible, Respecting yourself	1 decision, CEOP
	Summer	Respectful Relationships, Conception	1 decision

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	