RELATIONSHIPS AND SEX EDUCATION POLICY

Last review date	September 2022
Date approved by the Trustee Board	6 October 2020
Date approved by the Local Academy Committee	30 Nov 2022
Date for next review	September 2023

This policy sets out our approach to relationships and sex education (RSE) across the Leading Edge Academies Partnership.

Section: Curriculum – Delivery of RSEs and appendices 1 and 2 have been adapted to reflect the circumstances in St Hilary School.

Document Control

Document version numbering will follow the following format. Whole numbers for approved versions, eg 1.0, 2.0, 3.0 etc. Decimals will be used to represent the current working draft version, eg 1.1, 1.2, 1.3 etc. For example, when writing a procedural document for the first time the initial draft will be version 0.1.

The table below provides details of the changes made to this document, to inform those reviewing and approving the document.

Document Edition	Section	Details of Change
0.1	All	New policy to meet best practice for Trusts
1.0	All	Approved by the Trust Board 12/10/22
1.1	All	Trust values updated from 6Es to 3
1.2	All	Annual review and update in line with The Key model policy Sep 22: - Statutory requirements section updated - Inclusivity, use of resources, use of external organisations and materials sections added

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Introduction

The Leading Edge Academies Partnership (the 'Trust') is a team of school leaders that aim to be Leading Edge and pioneering in their approach to education and well-being. We are a growing family of like-minded schools that offer a values-based education to the communities we serve and welcome staff, workers, students, parents/carers and volunteers from all different ethnic groups and backgrounds.

The term 'Trust Community' includes all staff, trustees, governors, students, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our six 'Es' as follows:

- **Equity** – 'Doing the right thing'

- **Evolution** – 'Continuous change'

- **Excellence** – 'Outstanding quality'

> **This policy is based on the values of 'Equity'**

Related policies

- Learning skills Act
- Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education statutory guidance (KCSIE) - September 2022
- Safeguarding policy
- Anti-Bullying Policy
- Child on Child Abuse Policy
- Equality and Diversity Policy

Policy Statement

Learning is the central activity of the Trust and informs every decision that takes place. All staff, students, trustees, parents and community partners are encouraged to participate as lifelong learners. We aim to develop a community of learners that work to enhance the quality of life of all. We oppose beliefs that limit individuals realising their potential, as we are committed to raising aspirations for all. All change should be informed by research and considered by all groups it will involve. We endeavour to promote a healthy lifestyle both within the curriculum and beyond. We enable the students to access a flexible curriculum developed to meet the needs of the individual.

Aims

The aims of relationships and sex education (RSE) in our Trust are to:

o Provide a framework in which sensitive discussions can take place.

o Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.

o Help pupils develop feelings of self-respect, confidence and empathy.

o Create a positive culture around issues of sexuality and relationships.

o Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSE to all pupils at our secondary academies.

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 at primary level.

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 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.

As a Trust, we teach RSE as set out in this policy.

Policy development

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

- Review – a working group of staff from the central trust education team pulled together all relevant information including relevant national and local guidance.

- Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations.

- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy at their respective schools.

- Pupil consultation – we investigated what exactly pupils want from their RSE using the recommended PSHE association resources.

- Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification.

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.

Curriculum

Our curriculum is set out as per Appendix 1, which we may need to adapt 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, including any pupils with special educational needs (SEN) or disabilities. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

When teaching these subjects, the religious background of all pupils will be taken into account when planning teaching so that core topics are appropriately handled.

Schools with a religious character may teach the distinctive faith perspective on relationships and balanced debate may take place about issues that are seen as contentious eg the school may wish to reflect on faith teachings about certain topics, as well as how their faith institutions may support people in matters of relationships and sex.

Primary sex education is not compulsory in primary schools, however, we see this as an important part of relationships education and will teach it as part of a graduated, age-appropriate programme.

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 the curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

Across our primary academies 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

Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education.

At St Hilary School we deliver PSHE through a whole school PSHE scheme called Jigsaw. Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle product. Each year group is taught one lesson per week and all lessons are delivered in an age - and stage - appropriate way so that they meet children's needs.

The different puzzle pieces are:

- Being Me in My World

- Celebrating Difference

- Dreams and Goals

- Healthy Me

- Relationships

- Changing Me

Jigsaw Parent / Carer Guide

An important part of the Jigsaw PSHE programme - **RSE** is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

• To enable children to understand and respect their bodies

• To help children develop positive and healthy relationships appropriate to their age and development

• To support children to have positive self-esteem and body image

• To empower them to be safe and safeguarded.

What will my child actually be taught about puberty and human reproduction?

As part of the Jigsaw scheme for PSHE, the 'Changing Me' unit is taught over a period of 6 weeks, in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning.

Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

The 'Changing Me' Puzzle is all about coping positively with change and includes: For more information about our RSE curriculum, see Appendices 1 and 2.

Ages 3-5	Growing up: how we have changed since we were babies.
Ages 5-6	Boys' and girls' bodies; correct names for body parts.
Ages 6-7	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
Ages 7-8	How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.
Ages 8-9	Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
Ages 9-10	Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
Ages 10-11	Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.

RSE Parent and Carer Information
For more information about our RSE curriculum, see Appendices 1 and 2

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:

o Safe and supported

   o 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:

   o A whole-class setting

   o Small groups or targeted sessions

   o 1-to-1 discussions

   o Digital formats

- Give careful consideration to the level of differentiation needed

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 will not provoke distress

Use of external organisations and materials

If and when we use any external organisations (or materials produced by these organisations) to teach part of the curriculum, 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 do not 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:
   o Are age-appropriate
   o Are in line with pupils' developmental stage
   o 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 are 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 will not, 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

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 through local academy committees and the CEO.

CEO

The CEO will:

- Work with headteachers to make sure they can implement the policy in their school

- Report to the board of trustees on any issues with its implementation across the trust

Local Academy Committees

Local Academy Committees are responsible for supporting the implementation of the policy at their school and report issues to the CEO if they occur.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE (see 'Parents' right to withdraw on page 9).

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 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, supported by TAs are responsible for teaching RSE at St Hilary School (not PPA cover teachers, unless they have been teaching PSHE on a consistent basis and are familiar with the class).

Pupils

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

Parents' right to withdraw

Across our primary schools, parents do not have the right to withdraw their children from relationships or health education. This is because these are mandatory subjects, unlike the sex education components.

However, parents do 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 of the school.

Alternative work will be given to pupils who are withdrawn from sex education.

Across our secondary academies parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Headteachers will inform the CEO.

Alternative work will be given to pupils who are withdrawn from sex education.

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 may 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.

Safeguarding including how staff manage confidentiality, child protection and how to support pupils who may be at risk.

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in relationships as well as looking after their own health and wellbeing, can lead to a disclosure of a child protection issue. Therefore, all staff teaching PSHE will be trained in how to deal with disclosure and confidentiality.

All teachers will consult with the designated safeguarding lead or the deputy in their absence.

Visitors and external agencies which support the delivery of PSHE will be required to submit all material for checking prior to delivery and asked to sign the visitor policy as per the external visitor policy.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject leader- Evana Mathews through:

- Planning scrutiny – including project tuning

- Learning walks

- Pupil conferencing

- Work samples

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

This policy will be reviewed by the PSHE Subject leader - Evana Mathews annually. At every review, the policy will be approved by the LAC.

JIGSAW - Relationships and sex education curriculum map (LINK) **RSE is taught in all year groups at an age-appropriate level in the summer term:**

- First half term – The 'Relationships' puzzle from our Jigsaw scheme

- Second half term – The 'Changing Me' puzzle from our Jigsaw scheme

Age Group	Relationships	Changing Me
Ages 3-5	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences in female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Secondary school transition

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
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

TOPIC	PUPILS SHOULD KNOW
	• 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
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 eg family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status eg that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

TOPIC	PUPILS SHOULD KNOW
	• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
	• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
	• What to do and where to get support to report material or manage issues online
	• The impact of viewing harmful content
	• That specifically sexually explicit material eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
	• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
	• How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
	• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
	• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg physical, emotional, mental, sexual and reproductive health and wellbeing
	• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	• That they have a choice to delay sex or to enjoy intimacy without sex
	• The facts about the full range of contraceptive choices, efficacy and options available
	• The facts around pregnancy including miscarriage
	• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)

TOPIC	PUPILS SHOULD KNOW
	• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
	• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	• How the use of alcohol and drugs can lead to risky sexual behaviour
	• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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.