



RELATIONSHIPS AND SEX EDUCATION POLICY

| | |
|--|----------------|
| Last review date | September 2020 |
| Date approved by the Trustee Board | 6 October 2020 |
| Date approved by the Local Academy Committee | July 2021 |
| Date for next review | July 2022 |

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.

Table of Contents

| | |
|---|-------------------------------------|
| Introduction..... | 3 |
| Related policies | 3 |
| Policy Statement | 3 |
| Aims..... | 3 |
| Statutory requirements | 4 |
| Policy development..... | 4 |
| Definition..... | 4 |
| Curriculum | 4 |
| Delivery of RSE..... | 5 |
| Roles and responsibilities | 7 |
| The board of trustees | 7 |
| CEO | 7 |
| Local Academy Committees | 7 |
| The headteacher | 7 |
| Staff | 7 |
| Pupils | 7 |
| Parents' right to withdraw | 7 |
| Training | 8 |
| Safeguarding including how staff manage confidentiality, child protection and how to support pupils who may be at risk..... | 8 |
| Monitoring arrangements..... | 8 |
| Appendix 1: Curriculum map..... | 9 |
| Appendix 2: By the end of primary school pupils should know | 10 |
| Appendix 2: By the end of secondary school pupils should know | Error! Bookmark not defined. |
| Appendix 3: Parent form: withdrawal from sex education within RSE..... | 12 |

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:

- **Ethical** – 'Doing the right thing'
- **Excellence** – 'Outstanding quality'
- **Equity** – 'Fairness and social justice'
- **Empathy** – 'Caring for others'
- **Evolution** – 'Continuous change'
- **Endurance** – 'Working hard and not giving up'

This policy is based on the values of 'Ethical and Equity'

Related policies

- Learning skills act
- Education and inspections Act 2006
- Equality act 2010,
- Keeping children safe in education statutory guidance- September 2020
- Safeguarding policy
- Anti-Bullying Policy
- Peer on Peer 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:

- 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.

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](#).

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** – on an ongoing basis, we will work with our pupils to guide our RSE curriculum offer in order to address the needs of the school and what they want from their RSE (in-line with our Jigsaw resources)
 - *Senior leaders and classroom-based staff will engage with pupils about the RSE-linked issues they face in context.*
 - *School parliament - considering where there are links to the RSE expectations and asking questions that might help identify gaps in our curriculum offer.*
 - *Classroom-based staff will continually monitor engagement with and understanding of the RSE curriculum e.g. note the kinds of questions pupils ask and which topics they engage with throughout the year – how will this influence the curriculum offer?*
- **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 through PSHE

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**

[LINK](#) to 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:

| | |
|-------------------|--|
| 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.

[LINK](#) to RSHE Parent and Carer Information. For more information about our RSE curriculum, see Appendices 1 and 2.

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 7).

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 (***not PPA cover teachers***) supported by TAs are responsible for teaching RSE at St Hilary School.

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 her 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 PSHE Subject Leaders – K Ellis and E Reynolds 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 PSHE Leaders (K Ellis and Emma Reynolds) and the SLT annually. At every review, the policy will be approved by LAC.

Appendix 1: Curriculum map

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

Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. All of these aspects are covered in lessons within the following Puzzles

- Relationships
- Changing Me
- Celebrating Difference
- Being Me in My World

| 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 |
| 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 |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| | <p>make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> • 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 eg 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 | |
| Staff signature | |