

# Relationship and sex education policy

City Academy Whitehawk



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## 1. Aims

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 their biological 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
- › Teach pupils how to stay safe and recognise warning signs
- › Teach safety strategies

## 2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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 also have regard to 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

At City Academy Whitehawk, we teach RSE as set out in this policy.

## 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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to make a contribution to the policy and curriculum
3. Parent/stakeholder consultation – parents and any interested parties were informed and consulted regarding the process through information sessions and online surveys
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was approved by the Headteacher

## 4. 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.

## 5. Curriculum

Our RSE 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, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing our pupils 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 will be taught during a morning session as this allows time for the children to process information and share any worries or concerns resulting from RSE with their teacher or other trusted school adult.

Up until Year 3, children will be taught in mixed groups to ensure boys and girls learn the same information. From Year 4 upwards, pupils will be taught in single sex groups. The children will cover the same content, in both groups. This is the age when they start to learn about body changes throughout puberty.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. It will be made explicitly clear that the content of lessons is not to be shared with younger siblings or younger children within the school.

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the safeguarding officer and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher, discussed on a one to one basis or a phone call home will happen to discuss the content of possibly

Teachers consider the needs of all pupils when planning these lessons. Some of our children with SEND are taught in their classes but some may be taught in a small group or even 1:1 setting according to their needs.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Teachers will ensure the use of correct scientific and appropriate vocabulary is used in all lessons. When appropriate, teachers will discuss the use of slang terms and explore how and why these are used but will always ensure and insist that the correct terminology is used in school. To support this, teachers will spend time explaining this terminology to ensure children understand what the means they are using mean and how they should be used.

Teachers will discuss the difference between opinions and beliefs and encourage all children to be sensitive to others in the class and to address matters in a confidential and supportive way. All children will be given the space and time to discuss matters relevant to their lives, families, belief systems and living situations.

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

In addition to this, we also teach the following aspects of the sex education curriculum to our Year 6 children:

- How babies are conceived and born and how they need to be cared for.
- That there are different ways to conceive a baby.
- That there are ways to prevent a baby being made

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.1 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:
  - Safe and supported
  - 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:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed to support pupils with Special Educational Needs or Disabilities.

## 6.2 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 won't provoke distress

## 7. Use of external organisations and materials

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 don't 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:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - 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're 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 **won't**, 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

## 8. Roles and responsibilities

### 8.1 The Local Academy Board (governing board)

The Local Academy Board will hold the Headteacher to account for the implementation of the policy.

### 8.2 The Headteacher

The Headteacher has approved the policy and is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- 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 of our teaching staff are responsible for teaching part of the RSE Curriculum.

### 8.4 Pupils

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

## 9. 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 components of sex education within RSE.

If a parent would like to request that their child be withdrawn from RSE, a meeting should be arranged with the Headteacher and PSHE Lead to discuss this matter further in the first instance.

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

## 10. 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.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Katy Woods (PSHE Lead) through:

- The scrutinising of planning
- Learning walks
- Book Looks
- Pupil Questionnaires
- Staff Questionnaires
- Parent Questionnaires

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

This policy will be reviewed by Katy Woods RSE Lead annually. At every review, the policy will be approved by the Headteacher.



## Appendix 1: RSE Progression

Reception	Year One	Year 2
<ul style="list-style-type: none"> <li>To recognise and name key feelings. ☐</li> <li>To recognise that our behaviour affects other people, especially when we are angry.</li> <li>To understand that family and friends care for each other.</li> <li>To appreciate and value their body, its capabilities and uniqueness.</li> <li>To begin to recognise the proper names for the external parts of the body. ☐</li> <li>To be able to describe some of the functions of some of some of the parts of the body</li> <li>To understand why hygiene is important.</li> </ul>	<ul style="list-style-type: none"> <li>What they like/dislike and are good at</li> <li>What makes them special and how everyone has different strengths</li> <li>How their personal features or qualities are unique to them</li> <li>How they are similar or different to others, and what they have in common</li> <li>To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private</li> </ul>	<ul style="list-style-type: none"> <li>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private</li> <li>Talk about similarities and differences between boys and girls – address gender stereotypes</li> <li>Know who to ask for help if they are worried about change</li> <li>understand there are different types of touch and I can tell you which ones I like and don't like</li> </ul>

Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> <li>• That their body belongs to them and should not be hurt or touched; what to do and who to tell if they feel uncomfortable</li> <li>• How to recognise pressure to do something that makes them feel unsafe or uncomfortable</li> <li>• Include elements of “What are families like” and “How to be a good friend” that you have not covered in detail or need to repeat.</li> </ul>	<ul style="list-style-type: none"> <li>• About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• How puberty can affect emotions and feelings</li> <li>• How personal hygiene routines change during puberty</li> <li>• How to ask for advice and support about growing and changing and puberty</li> </ul>	<ul style="list-style-type: none"> <li>• About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• How puberty can affect emotions and feelings</li> <li>• How personal hygiene routines change during puberty</li> <li>• How to ask for advice and support about growing and changing and puberty</li> <li>• How to recognise and respect similarities and differences between people</li> <li>• There are a range of factors that contribute to a person’s identity</li> <li>• What makes up a person’s identity and it may not correspond to their biological sex</li> <li>• How stereotypes are not always accurate and can negatively impact behaviour and attitude</li> <li>• How to challenge stereotypes and assumptions about others</li> </ul>	<ul style="list-style-type: none"> <li>• That people have different kinds of relationships</li> <li>• That people who are attracted to and love each other can be of any gender, ethnicity or faith;</li> <li>• Adults can choose to be part of a relationship</li> <li>• Both people should want that marriage equally. Being forced is a crime.</li> <li>• How puberty relates to growing from a child to an adult (refer to year 4/5 puberty objectives for guidance on what to include)</li> <li>• About the reproductive organs and process - how babies are conceived and born and how they need to be cared for. That there are different ways to conceive a baby</li> <li>• That there are ways to prevent a baby being made</li> </ul>

## 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"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

