



RELATIONSHIPS AND SEX **EDUCATION POLICY**

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The Prince Albert Community Trust
POLICY FOR SEX AND RELATIONSHIP EDUCATION (SRE)

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Aims

The aims of relationships and sex education (RSE) within the Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality
- Help pupils identify and understand positive relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Prince Albert Community Trust we teach RSE in line with the Department of Education's statutory requirements

Policy Development

This policy has been written as a result of separate consultations with school staff and parents. Due to the Covid-19 crisis, a leaflet explaining RSE was sent to all parents and they were invited to a TEAMS presentation/consultation.

Definition

To understand how the teaching of Relationships and Sex Education are connected in this policy and in the curriculum, it is important to understand how it fits across both Primary and Secondary Education.

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.

It involves a combination of sharing information, and exploring issues and values.

It is not about the promotion of sexual activity.

Relationships Education is learning about how to:

- Be appreciative of existing relationships
- To form new healthy relationships
- To enjoy strong positive, non-exploitative, caring relationships online and in person

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults

Sex Education in primary schools is not mandatory; however the National Curriculum for Science in primary school includes content about human body parts, growth, puberty and reproduction.

Parents/guardians do not have the right to withdraw from this aspect of the curriculum

Curriculum and Delivery of RSE

Within the Trust we recognise the individual needs of our pupils and the diversity of our communities. Through our education and our ethos, we promote our individual school values. These values underpin the work of the individual schools.

In line with government guidance, our curriculum reflects and 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

We teach RSE through our PSHE (Personal, Social, Health Education) curriculum. Whilst our PSHE curriculum has been developed to meet government requirements, it has the flexibility to be adapted to meet the requirements of our pupils.

Our PSHE programme covers information about puberty, hygiene and menstruation from Year 4. If your child has difficulty managing their periods at school please contact a staff member for support.

PSHE is taught weekly and follows the curriculum overview in appendix 2. We may need to adapt the curriculum as and when necessary.

As with any curriculum area, pupils will ask questions during their lessons to further their understanding. Teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

All staff will be mindful of their safeguarding role and will follow the school procedures if a question raises concerns of this nature.

Equality, Inclusion and Support

Relationships education is delivered in line with the [Equalities Act 2010](#) and [Public Sector Equality Duty](#) to ensure those with protected characteristics do not face discrimination.

This area of learning is often taught within the context of family life taking care to ensure that there is no stigmatisation of pupils 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 pupils may have a different structure of support around them (for example; looked after children or young carers).

In complying with the requirements of the Equality Act, we value diversity, encourage respect for all and promote tolerance for, and celebration of difference. At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantage facing those with protected characteristics.

RSE will be accessible to all regardless of their gender or background. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the views and opinions of our community.

We will use a range of materials and resources that reflect the diversity of the school population and encourages acceptance and tolerance. We want every pupil and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSE. All pupils, whatever their identity, or family background need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met.

Roles and responsibilities

The Trust board

The Trust board will approve the RSE policy

The headteacher

The headteacher is responsible for the implementation of RSE and ensuring that it is taught consistently across the school.

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

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.

Pupils

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

Parents

RSE is a partnership between home and school. We recognise that in RSE, parents and carers play a core role and we therefore welcome their engagement with our curriculum. It is important that RSE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation. In promoting this we:

- Share the curriculum overview and RSE policy on our website
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE in the school

Parents' right to withdraw

Parents do not have the right to withdraw their child from relationships education.

Parents only have the right to withdraw their child from the non-statutory components of sex education within RSE. Our current policy is that the school does not currently teach any of the non-statutory components of sex education other than what is currently in the National Curriculum for science

However, any concerns will be listened to, and should be put in writing and addressed to the Head of School.

Training

Staff training is provided in line with school/ Trust training programmes

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team (SLT) and middle leaders through; learning walks, pupils conferencing and book scrutiny. Pupil's development in RSE is monitored by class teachers and SLT.

APPENDIX 1

	Pupils should know...	
Families and people who care for 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>All of these aspects are covered through PSHE lessons:</p> <ul style="list-style-type: none"> • Who is special to us? • What is the same and different about us? • What are families like? • How do we treat each other with respect? • How can friends communicate safely? • How do friendships change as we grow?
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 	<ul style="list-style-type: none"> • What makes a good friend? • Who is special to us? • How can we be a good friend? • How do we treat each other with respect? • How can friends communicate safely? • How do friendships change as we grow?
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 	<ul style="list-style-type: none"> • What makes a good friend? • What is the same and different about us? • What is bullying? • How can we be a good friend? • What keeps us safe? • How do we treat each other with respect? • How can friends communicate safely? • How do friendships change as we grow?

Personal, Social and Health Education Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	What makes a good friend? <ul style="list-style-type: none"> How to make friends How to behave as a friend How to resolve arguments How to ask for help 	Who is special to us? <ul style="list-style-type: none"> Different people in my family How we feel special and cared for How families are all different but share common features 	What helps us stay healthy? <ul style="list-style-type: none"> That things we put into or onto our bodies affect how we <u>feel</u> Medicines Why hygiene is <u>important</u> How to take care of ourselves 	What can we do with money? <ul style="list-style-type: none"> What money is and that it comes in different <u>forms</u> How money is obtained How people make choices about what to do with their money The difference between needs and wants 	Who helps to keep us safe? <ul style="list-style-type: none"> Different people in the community that help them to keep <u>safe</u> Who can help them in different places/<u>situations</u> How to respond safely to adults they don't <u>know</u> The pants <u>rule</u> What to do if they feel unsafe or worried – 999 	How can we look after each other and the world? <ul style="list-style-type: none"> How kind and unkind behaviour can affect others, how to be polite and <u>courteous</u> About responsibilities How people and animals need to be cared for What can harm the local and global environment
Y2	What is the same and different about us? <ul style="list-style-type: none"> How they are unique How they are similar or different to others Celebrating similarities & differences - disability 	What is bullying? <ul style="list-style-type: none"> How words and actions can affect how people feel Name-calling, hurtful teasing, excluding others is <u>unacceptable</u> How to respond and seek help 	What jobs people do? <ul style="list-style-type: none"> How jobs help people earn money Ranges of jobs people do How people have different strengths and interests Using the internet and digital devices in everyday lives 	What helps us to stay safe? <ul style="list-style-type: none"> Rules and restriction that help us to stay <u>safe</u> Identifying potentially unsafe situations (including online) Resisting pressure to do something that makes them feel unsafe or uncomfortable including keeping <u>secrets</u> The pants <u>rule</u> How not everything they see online is true or <u>trustworthy</u> Seeking help 	What helps us to grow and stay healthy? <ul style="list-style-type: none"> The different things help our bodies to be <u>healthy</u> The impact of too much sugar The benefits of physical activity and sleep Screen time Keeping safe in the sun 	How do we recognise our feelings? <ul style="list-style-type: none"> Recognizing, <u>naming</u> and describing a range of feelings How different things/times/experiences can bring about different feelings for different <u>people</u> How feelings affect people in their bodies and their behaviour Managing feelings Seeking help
Y3	How can we be a good friend? <ul style="list-style-type: none"> How friendships support wellbeing How to recognise if someone is feeling excluded or lonely Identifying qualities that lead to good <u>friendships</u> How to manage disputes and arguments Recognising if a friendship is making them feel uncomfortable or unsafe 	What keeps us safe? <ul style="list-style-type: none"> Recognising hazards How to keep their body protected – <u>e.g.</u> seatbelts That our bodies belong to us – pants <u>rule</u> Recognising and responding to pressure (including online) Everyday health and hygiene What to do in an emergency 	What are families like? <ul style="list-style-type: none"> How families differ from one another (different family structures) What is family & understanding Common features of family life (celebrations, holidays) How people within families care for one another Asking for help or advice if relationships are making them feel unhappy or <u>worried</u> 	What makes a community? <ul style="list-style-type: none"> How they belong to different groups and communities What is meant by a diverse community – UK/<u>Aston</u> How community helps everyone to feel included and values contributions Being respectful towards people who may live differently to them 	Why should we eat well and look after our teeth? <ul style="list-style-type: none"> Healthy diet, nutritionally rich foods Maintaining good oral hygiene Balanced diet Choices and who influences <u>these</u> How to seek advice about healthy eating and dental care 	Why should we keep active and sleep well? <ul style="list-style-type: none"> <u>How</u> regular physical activity benefits bodies and feelings Balancing time Making choices Screen time The impact of the lack of sleep Seeking support

Y4	What Strengths, skills and interests do we have? <ul style="list-style-type: none"> Recognising personal qualities and individuality Developing self-worth Setting goals Learning from mistakes and setbacks Reframing unhelpful thinking Determination and resilience 	How do we treat each other with respect? <ul style="list-style-type: none"> How people's behaviour affects themselves and others, including online Rights and responsibilities About the right to privacy, how to recognise when a confidence or secret should be <u>kept</u> The rights children have and why it is important to protect <u>these</u> Discrimination – racism – homophobia - gender Responding to aggressive or inappropriate behaviour 	How can we manage our feelings? <ul style="list-style-type: none"> How everyday things can affect <u>feelings</u> How feelings change over time The importance of expressing feelings and how they can be expressed in different <u>ways</u> Responding proportionately to, and manage, feelings in different <u>circumstances</u> Managing feelings at times of loss or grief Accessing advice / support 	How will we grow and change? <ul style="list-style-type: none"> About puberty and how bodies change during puberty, including <u>menstruation</u> How puberty can affect emotions and feelings How personal hygiene routines change during <u>puberty</u> How to ask for advice and support 	How can our choices make a difference to others and the environment? <ul style="list-style-type: none"> How people have a shared responsibility to help protect the world around them How everyday choices affect the <u>environment</u> What people choose to buy or spend money on can affect other or the environment (<u>fair trade</u>) How to carry out personal responsibilities in a caring compassionate way 	How can we manage risk in different places? <ul style="list-style-type: none"> How to recognise, predict, <u>assess</u> and manage risk in different situations How to keep safe in the local environment – How people can be influenced by their peers' behaviour and by a desire for peer approval – how to manage this How to keep safe online – requests for personal information Reporting concerns Rules, restrictions & laws
Y5	What makes up a person's identity? <ul style="list-style-type: none"> Recognising & respecting similarities & differences between people That they are a range of factors that contribute to a person's identity Stereotypes and how they are not always accurate and can negatively influence behaviours and attitudes – gender – race – <u>disability</u> Challenging stereotypes 	What decisions can people make with money? <ul style="list-style-type: none"> How people make decisions about spending and saving money How to recognise what makes something 'value for money' That there are risks associated with money – online purchases – in app <u>purchases</u> to recognise the risks involved in gambling related activities, and the impact it might have 	How can we help in an accident or emergency? <ul style="list-style-type: none"> How to carry out basic first aid That if someone has experienced a head <u>injury</u> they should not be moved Seeking adult help Remaining calm and contacting the emergency services 	How can friends communicate safely? <ul style="list-style-type: none"> About the different types of <u>relationships</u> they have in their lives How friends and family communicate together, how the internet and social media can be used positively How knowing someone face to face differs from online Recognising risk in relation to friendships Safe content online, safe sharing 	How can drugs common to everyday life affect health? <ul style="list-style-type: none"> How drugs common to everyday life can affect health and <u>well being</u> (smoking/vaping, alcohol, <u>caffeine</u> and medicines) How laws surrounding the use of drugs exist to protect them That drugs can become a habit which is difficult to <u>break</u> Peer pressure and unsafe situations relating to <u>drugs</u> Asking for help How bodies change during puberty, menstruation 	What jobs would we like? <ul style="list-style-type: none"> Exploring a broad range of jobs That some jobs are paid and others voluntary Different ways into jobs and careers (college, apprenticeships) About the skills, attributes, qualifications and training needed for different <u>jobs</u> Challenging stereotypes about the types of jobs people can <u>do</u> How they might choose a career when they are older
Y6	How can we keep healthy as we grow? <ul style="list-style-type: none"> How physical and mental health are <u>linked</u> Making healthy choices That habits can be healthy or unhealthy – balanced <u>lifestyles</u> That anyone can experience mental health issues How to recognise early signs of physical or mental ill-health and what to do about <u>this</u> How puberty relates to growing from childhood to adulthood 	How can the media influence people? <ul style="list-style-type: none"> How the media, including online experiences, can affect people's <u>wellbeing</u> Fake news and discrimination/stereotypes – gender – racism – disability - homophobia That not everything should be shared online or on social media, the rules around this and distributing of <u>images</u> To recognise unsafe or suspicious content How information is ranked, selected, targeted to meet the interests of individuals & groups, & can be used to influence 	What will change as we become more independent? How do friendships change as we grow? <ul style="list-style-type: none"> That people have different kinds of relationships in their <u>lives</u> How growing up and becoming more independent comes with increased opportunities and <u>responsibilities</u> How friendships may change as they grow and how to manage this Healthy and unhealthy relationships – gang culture – knife crime 			

