

ATTAIN ACADEMY PARTNERSHIP



Policy on Relationships and Sex Education (RSE)

For

Bocking Primary School



March 2023

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1. Introduction

- 1.1 The academy's policy on Relationships and Sex Education (herein referred to as RSE) is based on the Department of Education's (DfE) document '[Sex and Relationship Education Guidance](#)' (DfEs 0116/2000). It is further supported by the [DfE's statutory guidance on Relationships Education, Relationships and Sex Education and Health Education \(June 2019\)](#).
- 1.2 RSE is part of the academy's Personal, Social, Health and Education (PSHEE) curriculum. The intended outcomes of the programme are that children will know and understand the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. By the end of primary education it is our aim that children should develop their understanding of families, caring friendships, respectful relationships and safety, including keeping safe in friendships they may form online.
- 1.3 The academy will teach children about how the human body grows and changes, including puberty and sex education in upper key stage 2. When pupils are informed about sexual issues in RSE, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. RSE is not used as a means of promoting any form of sexual orientation.
- 1.4 The academy teaches children about:
- the physical development of their bodies as they grow into adults;
 - the way humans reproduce;
 - respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
 - the importance of family life;
 - moral questions;
 - relationship issues;
 - online relationships
 - respect for the views of other people;
 - sexual abuse, and what they should do if they are worried about any sexual matters.
 - privacy and appropriate boundaries in friendships with peers and others
- 1.5 Sex education is taught in the context of the academy's aims and values (see the values statement in the Curriculum Policy). While the academy's RSE provides the children with information about sexual behaviour, we do this with an awareness of the moral code and of the values which underpin all our work. The academy teaches sex education on the understanding that:
- it is taught in the context of marriage and family life;
 - it is part of a wider process of social, personal, spiritual and moral education;

- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

2. Legislation (statutory regulations and guidance)

2.1 The academy is required to teach RSE as part of DfE statutory guidance that states from September 2020 all primary schools must deliver relationships education.

Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHEE is already statutory in these schools.

Documents that inform the Academy’s policy include:

- [The Education Act \(1996\)](#)
- [Learning & Skills Act \(2000\)](#)
- [Education & Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Keeping Children Safe in Education- statutory safeguarding](#)
- [Children and Social Work Act \(2017\)](#)
- [Sex and Relationships Education for the 21st Century’.](#)

3. Roles and Responsibilities

3.1 Local Governing Body

The governing body will approve the RSE policy, and hold the head of school to account for its implementation.

3.2 Head of school

It is the responsibility of the head of school to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented consistently and effectively across the academy. It is also the head of school’s responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships and sex effectively, and handle any difficult issues with sensitivity.

The head of school liaises with external agencies regarding the academy RSE programme, and ensures that all adults who work with our children on these issues are aware of the academy policy, and work within its framework.

The head of school monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

3.3 Teaching 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 / non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head of school.

The RSE programme will be led by the Subject Leader for PSHE and the Curriculum Leader. It will be taught by class teachers, supported by Senior Leadership Team (SLT).

The PSHE education lead will be responsible for liaising with the Local Governing Body and SLT. A working party will be made up of the PSHE subject leader, the curriculum leader, and a member of the governing body to support the teaching of the RSE curriculum.

Teaching staff will receive RSE training where appropriate and if a need for professional development has been identified.

The PSHE subject leader will work with professionals from the Provide service where further support is required.

3.4 Parents and Carers

The academy is well aware that the primary role in children's relationships and sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our academy, through mutual understanding, trust and cooperation. To promote this objective, the academy will:

- inform parents about the academy's RSE policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the academy;

- encourage parents to be involved in reviewing the school policy, and suggest modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in the academy supports the key messages that parents and carers give to their children at home.

The academy believes that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

3.5 Pupils

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

3.6 Members of the Community

The academy encourages other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme.

4 Parental Rights

- 4.1 Parents have the right to withdraw their child from certain parts of the RSE programme that we teach in the academy.
- 4.2 The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from academy RSE. These changes are
- Parents will not be able to withdraw their child from relationships education and health education in primary schools.
 - Parents will be able to withdraw their child from some or all of sex education delivered as part of statutory RSE
- 4.3 If a parent wishes to withdraw their child from aspects of the RSE programme then they need to write a letter to the head of school, and make it clear which aspects of the programme they do not wish their child to participate in and the reason(s) for the request. Parents may use the form found in Appendix 2 to submit their request. Parents will be invited into the academy to discuss their relevant concerns with the head of school.
- 4.4 The academy will respect the parents request to withdraw their child from any sex education delivered in primary schools, except where the sex education forms part of the science National Curriculum.
- 4.5 Where a child is excused from sex education, the academy will ensure that the child receives appropriate, purposeful education during the period of withdrawal.

5. The National Healthy School Standard

- 5.1 The academy participates in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme, we:
- consult with parents on all matters of health education policy;
 - train all our teachers to teach about sex;
 - listen to the views of the children in our academy regarding sex education;
 - look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

6. Curriculum Design

- 6.1 RSE will be taught across the curriculum using the 'Discovery Education Health & Relationships' programme of study. The majority of RSE will be taught as part of our Personal, Social, Health and Economics Education (PSHEE) curriculum. Some elements of RSE will be delivered through other subject areas, e.g. science and PE, which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- 6.2 In PSHE, using the 'Discovery Education Health & Relationships' programme of study, children will be informed about relationships, and they will be encouraged to discuss issues. We talk about developing caring and respectful relationships, including relationships formed with others online. The importance of privacy, safety and boundaries in such relationships will also be covered.
- 6.3 In science lessons, in both Key Stages, teachers include work on human life cycles. For this aspect of our teaching, we follow the guidance material in the national curriculum. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and also about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.
- 6.4 From Key Stage 1 we use anatomically correct terminology for parts of the body.
- 6.5 In Year 5, we teach children about the changes that occur during puberty. Using the 'Discovery Education Health & Relationships' programme of study resources are selected carefully to support and promote understanding. They will learn about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

- 6.6 In Year 6, a particular emphasis is placed on health education, as many children experience puberty at this age. Using the 'Discovery Education Health & Relationships' programme of study teaching materials are selected carefully to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 6.7 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the academy uses in its teaching.

7. Safeguarding

- 7.1 Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the disclosure seriously, and deal with it as a child protection matter. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform a Designated Safeguarding Lead about their concerns. The head of school will then deal with the matter in consultation with health care professionals (see Child Protection Policy).

8. Equality

- 8.1 The [Equality Act 2010](#) legally protects individuals with protected characteristics from discrimination. Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 8.2 The academy complies with the Equality Act and as part of standard procedures, all staff are expected to consider and implement reasonable adjustments to ensure no member of the community is disadvantaged by the implementation of this policy. The academy accepts that:
- Different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
 - It has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
 - Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
 - Some pupils and staff will identify as LGBT+
 - Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

- Some children may have a different structure of support around them (for example: looked after children or young carers)
- 8.3 The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning the academy seeks to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.
- 8.4 The academy will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

9. Meeting the Needs of SEND Pupils

- 9.1 These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. The academy will ensure that the curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.
- 9.1 The academy will endeavour to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer by considering:
- their level of vulnerability to coercion and pressure
 - their previous experience of negative behaviours in peer or child-adult relationships
 - their need to learn and demonstrate appropriate behaviour
 - their need to develop self-esteem and positive body image
 - the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
 - the management of personal care
 - clarity about sources of support for pupils.

10. Confidentiality

- 10.1 The academy will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The academy will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the academy's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

11. Consultation

- 11.1 This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.
- 11.2 Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.
- 11.3 All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.
- 11.4 Further consultation with parents/carers and pupils will be carried out at least every three year or sooner if changes are made to the policy.

12. Monitoring and review

- 12.1 The SLT monitors the impact of the RSE policy on an annual basis. The head of school then reports its findings and recommendations to the Local Governing Body and CEO. The SLT and Governors give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head of school to keep a written record, giving details of the content and delivery of our RSE programme.
- 12.2 Monitoring, review and evaluation of the policy is the responsibility of the head of school.
- 12.2 The RSE policy should be reviewed annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the current Department of Education advice and guidance.

13. Linked Policies

- Child Protection Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy

14. Document Version Control

Version	Date Issued	Author	Update Information
2016-1	October 2016	D Tatlow	Original issue
2017-1	September 2017	D Tatlow	
2020-1	September 2020	D Tatlow	Reviewed to reflect the implementation of the DfE guidance
2021-1	November 2021	H Cagney	Reviewed to reflect the Trust template. Amendments included section 2: the inclusion of the legislation for RSE Section 4: clarification of parental rights with regards to RSE Section 8: Inclusion: clarification of the academy's compliance with Equality Act Section 9: SEND: clarification of need to consider accessibility for all pupils. Section 10:Confidentiality: clarification of need to comply Trust procedures Section 11: Clarification of procedures for monitoring and reviewing. Section 12: Linked policies: inclusion of inked policies Section 13: Document version control: inclusion of policy amendments. Appendix 1: curriculum objectives by end of primary education Appendix 2: form for written withdrawal requests from sex education.
2023	March 2023	K Ellwood	Minor changes to clarify the academy's responsibilities with regards to equality (section 8) and consultation (section 11).

Appendix 1:

Relationships Education

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

	<ul style="list-style-type: none"> • 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 make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

	<ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

	<ul style="list-style-type: none"> • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted.

	<ul style="list-style-type: none"> • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

	<ul style="list-style-type: none"> • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Parent form: withdrawal from Sex Education

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of parent		Date	
Reason for withdrawing from sex education			
Any other information you would like the school to consider			
Parent Signature			

TO BE COMPLETED BY PARENTS	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>