



Relationships and Sex
Education Policy (RSE)
Gentleshaw Primary Academy

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2. Version Control

Date	Version	Revision	Owner
16/05/17	1.0	New policy document	Stuart Ayres
21/05/18	2.0	Annual review of policy	Future Generation Trust Policy Team
09/04/19	3.0	Policy amended based upon new guidance	Future Generation Trust Policy Team
11/11/20	4.0	Policy amended based upon new guidance and legislation	Future Generation Trust Policy Team
26/11/21	5.0	Annual review of policy.	Future Generation Trust Policy Team

3. Statement of Intent

At Gentleshaw Primary Academy our pupils deserve nothing less than a solid foundation in sex and relationship education.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

4. Legal Framework

4.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

4.2. This policy operates in conjunction with the following Trust policies:

- Child Protection and Safeguarding Policy
- Behaviour and Anti-Bullying Policy
- SEND Policy
- Equal Opportunities Policy: Pupils
- E-Safety Policy

5. Roles and Responsibilities

5.1. **The Local Governing Body (LGB) is responsible for:**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.

- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the academy can fulfil its legal obligations.
- [Faith academies only] Ensuring the religious ethos of the academy is maintained and developed through the subjects.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the academy's website and provided free of charge to anyone who requests it.

5.2. The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Governing Body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

5.3. The Leadership Team at the academy are responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the academy meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

5.4. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.

- Responding to any safeguarding concerns in line with the Trust's **Child Protection and Safeguarding Policy**.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of pupils with SEND.
- Working with the Leadership Team to evaluate the quality of provision.

5.5. The SENDCo is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

6. Organisation of the curriculum

- 6.1. Every primary school is required to deliver statutory relationships education and health education.
- 6.2. For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 6.3. For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 6.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the academy’s PSHE curriculum.
- 6.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 6.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 6.7. We consult with parents, pupils and staff in the following ways:
 - Information meetings
 - Training sessions
 - Newsletters and letters
- 6.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Organising a meeting with the headteacher
 - Emailing office@gentleshawprimary.academy
- 6.9. The academy has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- 6.10. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

7. Consultation with parents

7.1. The academy understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

7.2. The academy works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 6 of this policy.

7.3. Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

7.4. The academy aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

7.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

8. Relationships education overview

Families and people who care for me

8.1. By the end of Year 6, pupils will know:

- That families are important for them 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

8.2. By the end of Year 6, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

8.3. By the end of Year 6, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

8.4. By the end of Year 6, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

8.5. By the end of Year 6, pupils will know:

- 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.

- 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) who 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 and 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 seek advice

9. Relationship education per year group

9.1. The academy is free to determine, within the statutory curriculum content outlined in section 8, what pupils are taught during each year group.

9.2. The academy always considers the age and development of pupils when deciding what will be taught in each year group.

9.3. The academy plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

9.4. Reception and Year 1

During reception and year 1, pupils will cover:

- Families – identifying members of their families and understanding that there are lots of different types of families.
- Making friends – identifying what being a good friend means to them.
- Greetings – knowing appropriate ways of physical contact to greet their friends.
- People who help us – knowing people within the school community who can help them.
- Being my own best friend – recognising their own qualities as a persona and as a friend.

9.5. Year 2

During year 2, pupils will cover:

- Families – identifying the different members of their family and understand their relationship with each of them.
- Keeping safe (exploring physical contact) – understanding that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- Friends and conflict – identifying some of the things that cause conflict between friends.
- Secrets – understanding that sometimes it is good to keep a secret and sometimes it is not.
- Trust and appreciation – recognising and appreciating people who can help them in their family, school and community.

9.6. Year 3

During year 3, pupils will cover:

- Family roles and responsibilities – identifying the roles and responsibilities of each member of their family and reflect on the expectation for males and females.
- Friendship – identify and put into practice some of the skills of friendship such as taking turns and being a good listener
- Keeping myself safe online – knowing and using some strategies for keeping themselves safe online.

- Being a global citizen – explain their needs and rights and how these are shared with children around the world.

9.7. Year 4

During year 4, pupils will cover:

- Jealousy – recognising situations which can cause jealousy in relationships.
- Love and loss – identifying someone they love and can express why they are special to them.
- Memories – discussing someone that they no longer see.
- Getting on and falling out – recognising how friendships can change, knowing how to make new friends and how to manage when they fall out with friends.
- Girlfriends and boyfriends – understanding what having a boyfriend/girlfriend might mean and that this is a special relationship for when they are older.
- Celebrating relationships with people and animals – knowing how to show love and appreciation to the people and animals that are special to them.

9.8. Year 5

During year 5, pupils will cover:

- Recognising me – having an accurate picture of who they are as a person, in terms of their characteristics and personal qualities.
- Safety with online communities – understanding that belonging to an online community can have positive and negative consequences.
- Being in an online community – understanding that there are rights and responsibilities in an online community or social network.
- Online gaming – understanding that there are rights and responsibilities when playing a game online.
- My relationship with technology – recognising when they are spending too much time using devices.
- Relationships and technology – explaining how to stay safe when using technology to communicate with their friends.

9.9. Year 6

During Year 6, pupils will cover:

- What is Mental health? – Knowing how to take care of their mental health and why it is important to look after it.
- Love and loss – understanding that there are different stages of grief and that there are different types of loss that cause people to grieve.
- Power and control – recognising when people are trying to gain power or control.
- Being online: Real or fake? Safe or unsafe? – judging whether something online is safe or unhelpful.
- Using technology responsibly – using technology positively and safely to communicate with friends and families.

10. Health education Overview

10.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

10.2. By the end of Year 6 pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

10.3. By the end of Year 6, pupils will know

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- 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 (inclusive of 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

10.4. By the end of Year 6, pupils will know:

- 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 by 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

10.5. By the end of Year 6, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

10.6. By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

10.7. By the end of primary school, pupils will know:

- 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.
- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

10.8. By the end of Year 6, pupils will know:

- 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

10.9. By the end of Year 6, pupils will know:

- 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 and key facts relating to the menstrual cycle.

11. Health education per year group

11.1. The academy is free to determine, within the statutory curriculum content outlined in section 10, what pupils are taught during each year group.

11.2. The academy always considers the age and development of pupils when deciding what will be taught in each year group.

11.3. The academy plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

11.4. Reception and Year 1

During reception and year 1, pupils will cover:

- Being healthy – understanding the difference between healthy and unhealthy.
- Healthy choices – knowing how to make healthy lifestyle choices.
- Clean and healthy – knowing how to keep themselves clean and healthy and understanding how germs cause diseases and illnesses. Knowing that all household products including medicines can be harmful if not used properly.
- Medicine safety – understanding that medicines can help them when they feel poorly and how to use them safely.
- Road safety – knowing how to keep safe when crossing the road.

11.5. Year 2

During year 2, pupils will cover:

- Being healthy – knowing when to keep their body healthy.
- Being relaxed – looking at ways to make themselves feel relaxed when they get stressed.
- Medicine safety – understanding how medicines work in their bodies and how it is important to use them safely.
- Healthy eating – sorting foods into the correct food groups and knowing which foods keep them healthy.
- Healthy eating – making healthy foods to give their bodies energy.

11.6. Year 3

During year 3, pupils will cover:

- Being fit and healthy – understanding how exercise affects my body and know why their heart and lungs are important organs. Knowing the amount of calories, fat and sugar they put into their body affects their health.
- What do I know about drugs? – pupils can explain their knowledge and attitude towards drugs.
- Being safe – identifying things, people and places that they need to keep safe from. Knowing strategies to keep them safe and who to go to for help and how to call the emergency services.
- Safe or unsafe – identifying when something feels safe or unsafe.

11.7. Year 4

During year4, pupils will cover:

- My friends and me – recognising how different friendship groups are formed and how children fit into them.
- Group dynamics – understanding that there are people who take on the roles of leaders or followers in a group.
- Smoking – understanding facts about smoking and its effects on health. Looking at the reasons some people start to smoke.
- Alcohol – understanding facts about alcohol and its effects on health. Looking at the reasons some people start to drink alcohol.
- Healthy friendships – recognising when people are putting them under pressure and explaining ways to resist this if they want.
- Celebrating my inner strength and assertiveness – knowing themselves well enough to have a picture of what they believe is right or wrong.

11.8. Year 5

During year 5, pupils will cover:

- Smoking – knowing the health risks of smoking and how tobacco affects the lungs, liver and heart.
- Alcohol – knowing the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
- Emergency aid – knowing, and putting into practice, basic emergency aid procedures (including the recovery position) and know how to get help in emergency situations.
- Body image – understand how the media, social media and celebrity culture promotes certain body types.
- My relationship with food – describing the different roles food can play in people's lives and can explain how people can develop eating disorders relating to body image pressures.
- Healthy me – knowing what makes a healthy lifestyle including the choices that need to be made to maintain this.

11.9. Year 6

During Year 6, pupils will cover:

- Taking responsibility for my health and well-being – making choices that benefit their health and wellbeing.
- Drugs – knowing about different types of drugs and their uses and their effect on the body, particularly the liver and heart.
- Exploitation – understand that some people can be exploited and made to do things that are against the law.
- Gangs – knowing why some people join gangs and the risks that this involves.
- Emotional and mental health – understanding what it means to be emotionally well and exploring people's attitudes towards mental health/illness.
- Managing stress and pressure – recognising stress and the triggers that cause this and understanding how stress can cause drug and alcohol misuse.

12. Sex Education

- 12.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum this includes teaching about the main external parts of the human body, how

it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

12.2. At our academy, we do teach pupils sex education beyond what is required of the science curriculum.

12.3. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 6 and section 7 of this policy.

12.4. Parents are given the opportunity to advise on what should be taught through sex education.

12.5. The age and development of pupils is always considered when delivering sex education.

12.6. **Reception and Year 1**

During reception and year 1, pupils will cover:

- Life cycles in nature – recognising cycles of life.
- Changing me – explaining things that have changed and stayed the same about their bodies.
- Boys and girls bodies – recognise the physical differences between boys and girls and use the correct parts for the body (penis, anus, testicle, vagina, vulva) and understand that some parts of their bodies are private.
- Learning and growing – understanding that every time they learn something new they change a little bit.

12.7. **Year 2**

During year 2, pupils will cover:

- Life cycles in nature – recognising cycles of life.
- Growing from young to old – explain about the natural process of growing from young to old and understand that it is out of their control.
- The changing me – recognise how their body has changed since they were a baby.
- Boys and girls bodies – recognise the physical differences between boys and girls and use the correct parts for the body (penis, anus, testicle, vagina, vulva) and understand that some parts of their bodies are private.
- Assertiveness – understand that there are different types of touch and can explain which ones they like and don't like.

12.8. **Year 3**

During year 3, pupils will cover:

- How babies grow – understand that in animals and humans lots of changes happen between birth and growing up.
- Babies – understand how babies grow and develop in the mother's uterus. Understand what a baby needs to live and grow.
- Outside body changes – understand that boys and girls bodies need to change so that when they grow up their bodies can make babies. Identify how girls and boys bodies change on the outside during this process.
- Inside body changes – identify how boys and girls bodies change on the inside during growing up and explain why these changes are necessary so that their bodies can make babies when they grow up.
- Family stereotypes – recognise the stereotypical ideas they might have about parenting and family roles.

12.9. Year 4

During year 4, pupils will cover:

- Unique me – understanding that some of their personal characteristics come from their birth parents and this happens through the joining of the egg and sperm.
- Having a baby – correctly labelling the internal and external parts of male and female bodies that are necessary for making a baby.
- Girls and puberty – describing how a girls body changes in order for her to be able to have babies, and that menstruation is a natural part of this.
- Circles of change – knowing how the circle of change works and apply it to changes they want to make in their lives.
- Accepting change – identifying changes that have been and continue to be outside of their control and learning how to accept it.

12.10. Year 5

During year 5, pupils will cover:

- Self and body image – being aware of their own self-image and how their body image fits into that.
- Puberty for girls – explain how a girls body changes during puberty and understand the importance of looking after themselves physically and emotionally.
- Puberty for boys – describing how boys bodies change during puberty.
- Conception – understanding that sexual intercourse can lead to conception and that that is how babies are usually made. Understanding that sometimes people need IVF to help them have a baby.
- Looking ahead – identifying what they are looking forward to about becoming a teenager. Age of consent.

12.11. Year 6

During year 6, pupils will cover:

- My self-image – becoming aware of their own self-image and how their body image fits into that.
- Puberty – explaining how girls and boys bodies change during puberty and understanding the importance of looking after themselves physically and emotionally.
- Babies: Conception to birth – describing how a baby develops form conception through the nine months of pregnancy, and how it is born.
- Boyfriends and girlfriends – understanding how being physically attracted to someone changes the relationship and what that might mean about having a girlfriend or boyfriend.
- Real self and ideal self – being aware of the importance of a positive self-esteem and what they can do to develop it.

13. Delivery of the curriculum

- 13.1. The Relationships, Sex and Health Curriculum will be delivered as part of our PSHE curriculum.
- 13.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 13.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 13.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 13.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
- 13.6. Pupils will be taught about LGBTQ+ in **Year 6**; however, we will always consider the development and maturity of pupils before teaching this topic.
- 13.7. The academy ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 13.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 13.9. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 13.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 13.11. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 13.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the academy's **E-Safety Policy**.

- 13.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 13.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 13.15. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 13.16. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 13.17. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 13.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 13.19. Any resources or materials used to support learning will be formally assessed by the Academy Leadership Team before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 13.20. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 13.21. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

14. Working with external experts

- 14.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 14.2. The academy will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- 14.3. The academy will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 14.4. Before delivering the session, the academy will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 14.5. The academy will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 14.6. The academy will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Trust's **Child Protection and Safeguarding Policy**.
- 14.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

15. Equality and accessibility

- 15.1. The academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
- 15.2. The academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 15.3. The academy understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 15.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 15.5. Provisions under the Equality Act 2010 allow our academy to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider

taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

- 15.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 15.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the academy implements a robust **Behaviour and Anti-Bullying Policy**, as well as a **Child Protection and Safeguarding Policy**, which set out expectations of pupils.

16. Curriculum links

- 16.1. The academy seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 16.2. Relationships, sex and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

17. Withdrawing from the subjects

- 17.1. Relationships and health education are statutory at primary level and parents do not have the right to withdraw their child from the subjects.
- 17.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- 17.3. The headteacher will automatically grant withdrawal requests in accordance with point 17.2; however, the headteacher will discuss the request with the parent and, if

appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

- 17.4. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 17.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 17.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 17.7. The parent will be informed in writing of the headteacher's decision.
- 17.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

18. Behaviour

- 18.1. The academy has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 18.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the academy.
- 18.3. All incidents will be dealt with following the processes in our **Behaviour and Anti-Bullying Policy**.
- 18.4. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

19. Staff training

- 19.1. All staff members at the academy will undergo training on a regular basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- 19.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

20. Confidentiality

- 20.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 20.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the Trust's **Child Protection and Safeguarding Policy**.
- 20.3. Pupils will be fully informed of the academy's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 20.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Trust's **Child Protection and Safeguarding Policy**.

21. Monitoring quality

The headteacher is responsible for monitoring the quality of teaching and learning for the subjects.

The Academy Leadership Team will work with the Local Governing Body or Link Governor to review the effectiveness of the policy with specific reference to the delivery of content and views expressed by parents.

22. Monitoring & Review

This policy will be reviewed every two years and updated where appropriate, taking into account any new legislation and government guidance.

Monitoring is the responsibility of the Headteacher, named Governor and members of the Academy Leadership Team who collectively hold responsibility for Relationships and Sex education.

Policy adopted on: 9 December 2021

Review Date: November 2023

Signed: Fliss Dale

Designation: Chair of Trust Board