

Relationships and sex education policy

King's Academy Northern Parade



Approved by:	Kathryn Wilden	Date: September 2022
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1. Aims

In September 2020, Relationships Education became compulsory in all primary schools in England. Health Education (of which puberty education is a key part) is also compulsory. Through our Relationships, health and sex education curriculum (RSE) we aim to empower children with the knowledge and skills they need to be successful in school and beyond. The aims of relationships and sex education (RSE) at our school are to:

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

This policy covers King's Academy Northern Parade's approach to Relationships and Sex Education (RSE). We believe that RSE is essential for the personal, social and emotional development of our pupils. It provides children with the key information, skills and values they need to have safe, respectful and healthy relationships and allows them to take responsibility for their health and well-being. King's Academy Northern Parade believes that all children have a right to a tailored RSE curriculum which reflects their needs. We believe that by ensuring high-quality RSE, we are upholding the values of our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will guarantee that the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The consultation and policy development process involved the following steps:

1. Review – PSHE lead gathered relevant information to create a policy, which reflects the school’s pupils, needs and values.
2. Staff consultation – all school staff were given the opportunity to look at the policy and offer feedback.
3. Parent consultation – parents and carers were provided with information about the RSE curriculum (in person/via electronic presentation)
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with Proprietors and ratified

2. Statutory requirements

As an academy infant and junior 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 for [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At King’s Academy Northern Parade School’s, we teach RSE as set out in this policy.

If you would like to see the guidance from the government, please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

3. Definition

RSE is a key element to our school values of challenge, creativity, teamwork, safety, independence and resilience. It is lifelong learning which puts into place the building blocks of healthy, respectful relationships, diversity, looking after ourselves, sexuality and the processes of human reproduction. It focuses on the emotional, social and cultural development of pupils, and involves a combination of sharing information, discussion and exploring issues and values within a safe environment. RSE is not about the promotion of sexual activity.

4. Curriculum

Our RSE curriculum is embedded within our PSHE curriculum (set out as per Appendix 1) following the SCARF scheme. At times, we may need to adapt it as and when necessary in order to ensure that we respond to the needs of our children. We have developed the curriculum in consultation with staff, governors, pupils and parents, considering the age, needs and feelings of children. If they ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

King's Academy Northern Parade's RSE curriculum reflects the ethos and culture of our school and community. Each lesson provides an opportunity to promote the six dragon values (teamwork, resilience, challenge, creativity, safety and independence) and embed them further into the children's learning. This allows them to develop the necessary skills and understanding to become confident in their knowledge and

Primary sex education will focus on:

- Preparing boys and girls for the physical and emotional changes that adolescence brings
- The influences of social media and the idea that there is no such thing as an ideal body.
- Understanding the term "sexual relationship" and who can have a sexual relationship.

- Naming male and female body parts
- Understanding that menstruation and wet dreams are a normal part of growing up.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects linking to family and friendships are included in religious education (RE). Pupils in Year 6 also receive stand-alone sex education sessions delivered by their class teachers.

In key stage 1 and key stage 2, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

If parents or carers still have any questions relating to the delivery of RSE, they are strongly encouraged to contact their child's class teacher, PSHE lead or the Head of School, who will respond directly.

6. Roles and responsibilities

6.1 The governing board

The governing board has delegated the approval of this policy to Kathryn Wilden (Headteacher).

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the schools, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE lead or headteacher.

Key Staff:

- Kathryn Wilden (Headteacher)
- Liz Davies (DSL)

- Caroline Stoneman (PSHE Lead)

6.4 Pupils

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

School Council

Our school council is vital in reflecting the views and opinions of our school community. We use regular meetings as an opportunity to discuss and evaluate the relevance of RSE to their needs. We encourage members of the school council to represent their peers and provide an insight into the effectiveness of their RSE learning and understanding of its teachings. We encourage the school council to share these views in a respectful manner, with an understanding that we are an inclusive and diverse school.

7. Parents' right to withdraw

Northern Parade Schools believe that the successful teaching of RSE is reliant on schools working together with parents/carers. We recognise that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, please contact Head of PSHE. Parents do not have the right to withdraw their children from relationships or health education.

The DFE strongly recommends that schools have a sex education programme tailored to the age, physical and emotional maturity of the pupils. Parents have the right to withdraw their children from these non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

**Parental Right to Withdrawal	
Subject	Primary
Relationships Education	No
Sex Education	Yes
RE	Yes
Science	No
Collective Worship	Yes

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar via SCARF facilitators and the PSHE lead. The PSHE leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leaders through learning walks, pupil work scrutinies, a pupil focus group and feedback from the school and eco council .

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

This policy will be reviewed by the PSHE Leads annually. At every review, the policy will be approved by the headteachers.

10. Safeguarding and child protection

King's Academy Northern Parade acknowledges that RSE is crucial for creating a culture of safeguarding and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

King's Academy Northern Parade recognises that some children may be vulnerable and uncomfortable with certain aspects of the RSE content due to ongoing or previous safeguarding concerns. Additional support will be provided for those children to prevent any further distress.

While King's Academy Northern Parade wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Appendix 1: Curriculum map Relationships and sex education curriculum map

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> ● 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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
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



Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child	•	• Class	•
Name of parent	•	• Date	•
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

TO BE COMPLETED BY PARENTS

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Parent
signature

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TO BE COMPLETED BY THE SCHOOL

Agreed actions
from
discussion
with parents

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