

# **Relationships and Sex Education (RSE) Policy Primary**

## Contents Page

1.0	Policy Statement .....	3
2.0	Aims .....	3
3.0	Definition of terms .....	3
4.0	Policy Development .....	3
5.0	What is Relationship and Sex Education .....	3
6.0	Legal Framework .....	4
7.0	Principles and Values .....	4
8.0	Relationships and Sex Education .....	5
9.0	Organisation and Content of Relationships and Sex Education (appendix – curriculum map).....	5
10.0	Inclusion.....	6
11.0	Roles and Responsibilities.....	6
12.0	Parents’ right to withdraw .....	7
13.0	Confidentiality, Controversial and Sensitive Issues .....	7
14.0	Training .....	8
15.0	Monitoring Arrangements .....	8
16.0	Policy Circulation .....	8
17.0	Adoption of the policy.....	8
18.0	Appendix 1 – Curriculum map.....	9
18.0	Appendix 2.....	Error! Bookmark not defined.

## 1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

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## 2.0 Aims

- 2.1 The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
  - Prepare pupils for puberty, and give them an understanding of 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
  - Embed our Campus values of forgiveness, honesty, perseverance, respect and team work.

## 3.0 Definition of terms

- 3.1 For the purpose of this document:
- Members, Trustees/Directors and Governors are referred to as Trustees;
  - The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
  - School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
  - Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
  - Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

## 4.0 Policy Development

- 4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
  - Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
  - Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
  - Pupil consultation – we investigated what exactly pupils want from their RSE
  - Ratification – once amendments were made, the policy was shared with governors and ratified
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## 5.0 What is Relationship and Sex Education

- 5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

5.2 RSE involves a combination of sharing information and exploring issues and values.

5.3 RSE is not about the promotion of sexual activity.

## 6.0 Legal Framework

- As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- The primary schools within the Ted Wragg Trust teach RSE as set out in this policy.
- Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance applies to

- Relationships Education (for Primary education)
- Relationships and Sex Education (for Secondary Education)

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

## 7.0 Principles and Values

The Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up;
- We aim to work in partnership with parents and students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## 8.0 Relationships and Sex Education

8.1 Relationships and Sex education (across primary and secondary education) covers three main elements:

### Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

### Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## 9.0 Organisation and Content of Relationships and Sex Education (appendix – curriculum map)

- Primary schools within the Trust specifically deliver Relationships and Sex Education through the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Primary sex education will focus on:
  - Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born
- Primary 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

- 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).
- RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

## 10.0 Inclusion

***Ethnic and Cultural Groups*** - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

***Students with Special Needs*** - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

***Sexual Identity and Sexual Orientation*** - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

## 11.0 Roles and Responsibilities

### 11.1 Trustees

The trustees will approve the RSE policy and hold the headteacher to account for its implementation.

### 11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

### 11.3 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/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 headteacher.

### 11.4 Pupils

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

## 12.0 Parents' right to withdraw

### 12.1 Parents/Carers do not have the right to withdraw their children from relationships education.

Parents/Carers have the right to withdraw their children from the [non-statutory] components of sex education within RSE. The following lessons are non-statutory components of our RSE programme, and we therefore inform parents of their right to request their child to be withdrawn from the

Notification will always be sent to Parents/Carers in advance of the relevant RSE lessons. If, as a Parent/Carer, you feel it necessary to withdraw your child, please arrange to come to school and discuss your concerns with the Headteacher. At primary level, the head teacher must grant the request for the child to be withdrawn. Alternative work will be given to pupils who are withdrawn from sex education.

The JIGSAW curriculum emphasis is on changes that children will experience as they grow up: what those changes look and feel like, and why they happen. Jigsaw aims, by the end of Year 6, to have helped children understand puberty and human reproduction. The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and development stage. This involves:

Year 4 - Puberty for boys and girls, and conception.

Year 5 - Puberty for boys and girls, and conception.

Year 6 - Puberty for boys and girls and understanding conception to the birth of a baby.

## 13.0 Confidentiality, Controversial and Sensitive Issues

### 13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if

necessary to seek medical advice.

- Child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

## 14.0 Training

- 14.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 15.0 Monitoring Arrangements

- The delivery of RSE is monitored by the PSHE lead through:
  - Termly monitoring arrangements, such as planning and book scrutinies and CPD.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by trustees.

## 16.0 Policy Circulation

- This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule.
- This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

## 17.0 Adoption of the policy

This Policy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.



## 18.0 Appendix 1 – Curriculum map

The RSE content at Exwick Heights Primary School is part of the JIGSAW curriculum.

Highlighting denotes where sex education is taught and therefore where parents have the right to withdraw their child.

### Nursery and Reception Year 1 and Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
Year 1	Knowledge introduced	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life-cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

Responsibility for approval: Senior Exec

Date of approval: June 2025

Year 2	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	Hope and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotype about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Boys' and Girls' Bodies Increasing independence Assertiveness Preparing for transition
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

## Year 3 and Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owning our learning charter	Families Family conflict Witnessing bullying - (Focus only on what bullying is) Witness and solutions Words that harm Giving and receiving compliments	Dreams and goals Dreams and ambitions New challenge Our new challenge Celebrating my learning	Being fit and healthy/Exercise Making healthy choices What do I know about drugs? Being safe Safe and unsafe My amazing body	Family roles and responsibilities Friendship Keeping myself safe online Being a global Celebrating my web	How babies grow (young to old) Family stereotypes Preparing for transition Preparing for transition (New Teacher)
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

Year 4	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Our learning charter Owning our learning charter	Judging by appearance Understanding influences Understanding bullying Witnessing bullying and how to solve it Problem-solving Identifying how special and unique everyone is	Hopes and dreams Broken Dreams Overcoming disappointment Creating new, realistic dreams Achieving goals We did it!	My friends and me Group dynamics Smoking Alcohol Healthy Friendships / Peer pressure Celebrating inner strength /Assertiveness	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Celebrating my relationships with people and animals	Unique me Having a baby Girls and Puberty Circles of Change Accepting Change Looking Ahead
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

## Year 5 and Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour effects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Materials, wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and ow to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol Alcohol and anti-social behaviour Emergency first aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

Year 6	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploration including 'county lines' and gang culture Emotional and mental; health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					