



# Relationships and Sex Education Policy



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## **1. Introduction**

Edlington Victoria Academy exists to provide the focus for our children to develop to their full potential, as individuals and as members of the academy and wider community, in a secure, caring and happy environment. Children, parents, staff and governors work in partnership for the benefit of all.

As an academy, we seek continually to enrich the lives of those entrusted to our care through a broad and balanced curriculum, designed to meet the needs of each child, enabling them to acquire the skills, attitudes and values necessary for life.

By regular review, we evaluate progress and develop strategies on the basis of sound educational practice and moral values. Relationship and Sex Education (RSE) is an integral part of our personal, social and health education programme, an area which is considered important throughout our academy.

We believe that RSE is an ongoing process, which should start in the home and continue at our academy. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

The academy's programme of RSE will be embedded within the academy's PSHE curriculum and will help children to respect themselves and others. The programme is tailored to the age and physical and emotional maturity of the children and is delivered by the academy staff and invited professionals.

## **2. Aims**

The aims of relationship and sex education (RSE) at our academy are to:

- Teach the fundamental building blocks and characteristics of positive relationships
- 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
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- Establish an understanding of personal space and boundaries, healthy relationship, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, (including online) contact. Including how to report any concerns they may have.
- Provide a secure, sensitive and caring framework in which sensitive learning and discussions can take place
- Foster self-worth and awareness, together with a sense of moral responsibility
- Help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- Ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the academy's policy on equal opportunities

## **Rationale**

We have based our academy's RSE policy on the DFEE guidance document '*Sex and Relationship Education Guidance*' (ref DFEE 0116/2000) and the '*Keeping Children Safe in Education* document (DFE-58201-2012) A link to both documents can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

In the documents, sex education is defined as 'learning about physical, moral and education development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care'. Sex education is part of the personal, social and health education curriculum in our academy.

While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation. It is also about the teaching of sex, sexuality and sexual health.

## **Objectives**

RSE teaching will be delivered via two areas of the curriculum. Through national curriculum Science/PSHE where:

- Sex education at the academy will be developmental and age appropriate.
- Pupils will be taught about the nature of the human body and how it grows and changes.
- Sex education will be taught within the context of relationships and family life.

### **At Key Stage 1:**

- Children should know that humans develop at different rates.
- Animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of bodies of the humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise the similarities between themselves and others and treat others with sensitivity.

### **At Key Stage 2:**

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty.
- Know that there are many different kinds of friendship; be able to talk about friends with important adults.
- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle.

DFEE guidance document '*Sex and Relationship Education Guidance*' (ref DFEE 0116/2000). By the end of primary school pupils should know:

<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li></ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• • the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>

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

### **3. Statutory Requirements**

RSE is not compulsory in academies. However, academies are required to teach the elements of sex education contained in the science curriculum as part of the National Curriculum.

If academies do teach RSE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Edlington Victoria we teach RSE as set out in this policy.

### **4. Definition**

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. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

### **5. Delivery of RSE**

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education PSHE curriculum (JIGSAW), we also teach some sex education through other subject such as Science. For this aspect of the academy's teaching, we follow guidance material in the national scheme of work for Science.

In Key Stage 1, we teach children about how animals, including humans, move, feed and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people, different type of families and relationships and how to show respect for each other.

In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth. We continue to teach pupils about the need for tolerance and respect as well as continue to develop understanding about LGBTQ+ education.

In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials 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 children know how babies are born, how their 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.

We inform all parents and carers when the children in Years 5 and 6 will be doing RSE education lessons. All are also welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the academy uses in its teaching. Pupils also receive stand-alone sex education sessions delivered by trained RSE / health professionals.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness

- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life using appropriate resources for the ages and stages of the pupils.

## **6. Roles and Responsibilities**

### **The Role of Parents**

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

- Inform parents about the academy's 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 the arrangements for RSE in the academy.
- Provide examples of any resources that are planned to support the delivery of the RSE curriculum.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal and make it clear which aspects of the programme they do not wish their children to participate in. The academy always complies with the wishes of parents in this regard, however many aspects of the lessons are part of the Science curriculum which is statutory.

The Summer Term units; Relationships and Changing Me, in the PSHE Jigsaw scheme of learning that the academy follows, both cover all areas and the statutory requirements for the delivery of RSE which came into place for schools to follow in September 2020.

### **Parents' right to withdraw**

Parents have the right to withdraw their children from *non-statutory* components of RSE. Requests for withdrawal should be made to the PSHE Lead or Principal and this will be discussed with parents and appropriate action taken. Alternative learning will be given to pupils who are withdrawn from RSE.

### **The Role of other Members of the Community**

We encourage 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, give us valuable support with our sex education programme.

### **Confidentiality**

Discussion will be encouraged at all times. Ground rules for discussion excluding personal questioning of staff or pupils will be established. We shall attempt to deal with questions in a sensitive, open, and matter of fact way.



Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised. Difficult or explicit questions do not have to be answered directly. Teachers/professionals will use their own discretion in these situations.

Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection and follow the steps as outlined in the Academy's *Safeguarding and Child Protection policies* and *KCSIE Statutory Guidance*. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designating Safeguarding Lead and Principal. This will then be dealt with in consultation with health care professionals and relevant agencies.

### **Equal Opportunities**

All pupils will have the opportunity to participate in RSE as outlined in the Equality Act 2010. Modifications to the content and delivery of RSE may be implemented to support pupils with additional needs such as SEND so that it is appropriate to the personal needs of the pupil. Any adaptations will be discussed with parents beforehand during a meeting with the school SENDCO. However, parents have the right to withdraw their children from some of the curriculum after discussion with the PSHE Lead or Principal.

### **Safeguarding and Child Protection**

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the Designated Safeguarding Lead for child protection immediately.

### **Sexually Active Pupils**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our academy, it will be viewed as a child protection concern. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agencies.

All staff members are aware of child protection procedures and have appropriate training.

### **Governors**

Governors will approve the RSE policy, and hold the Principal to account for its implementation.

### **The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **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 Principal.

### Pupils

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

### **Staff Support and Development**

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and, if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

## **7. Monitoring arrangements**

The delivery of RSE is monitored by Mrs J Brooke (Personal Development Lead and SENDCO) through lesson drop-ins, learning walks and floorbook scrutiny.

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

## **8. Policy development**

This policy has been developed in consultation with governors and staff.

The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed by Mrs Brooke every two years. At every review, the policy will be approved and ratified by governors.