



## Relationships and Sex & Education Policy

Policy Information	
Policy Owner	Headteacher
Issue Version	1.0
Approving Committee	Education and Outcomes Committee
Adopted Date	June 2021
Review Cycle	Annual
Last Review Date	July 2021
Next Review Date	July 2022

### Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

A handwritten signature in black ink, appearing to read 'A. Jones', is written over a faint, light-colored circular stamp.

Signed  
(Chair of Trust)

Date: 01.07.21

## 1. Introduction

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

## 2. Statutory Requirements

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.

At Courtlands we teach RSE as set out in this policy.

## 3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to respond and provide feedback about the policy and curriculum content
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 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. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

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

## 6. Delivery of RSE

RSE is taught throughout our wellbeing curriculum, specifically within Healthy Body, Healthy Mind, Exploration and Wider world. Biological aspects are taught within Healthy body and other aspects are covered in our wider world, healthy mind, and exploration sessions.

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, please 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).

## 7. 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.

## 8. Parents right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [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.

## 9. Monitoring

The content is monitored by our Curriculum Lead, Sam Maguire and the delivery of RSE is monitored through Carrie Harraway, Healthy Mind and RSE lead and Nancy Hardwick, teaching and learning lead.

### Appendix 1 Statutory RSE objectives

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <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>
Caring friendships	<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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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>
Online relationships	<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> <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>
Being safe	<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>

**Appendix 2 Courtlands Coverage with RSE objectives covered**

TOPIC	PUPILS SHOULD KNOW	WHERE THIS IS ALREADY COVERED IN OUR CURRICULUM
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <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>	<ul style="list-style-type: none"> <li>• Healthy mind Year 1 and 2 Term 3 (Diversity)</li> <li>• Healthy Mind Year 1 Term 2 (Relationships)</li> </ul> <p>Wider world year 2- Term 3- year 5 and 6- recognise positive, healthy relationship and develop the skills to form and maintain positive relationships</p> <p>WW Year 1 Term 5- bullying focus across year groups</p>

TOPIC	PUPILS SHOULD KNOW	WHERE THIS IS ALREADY COVERED IN OUR CURRICULUM
Caring friendships	<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>	<ul style="list-style-type: none"> <li>• Healthy Mind Year 1 Term 2 (Relationships)</li> <li>• Healthy Mind Year 2 Term 4 (Relationships)</li> <li>• Healthy Mind Year 1 Term 5 (Communication of feelings)</li> </ul> <p>Wider world year 2- Term 3- year 5 and 6- recognise positive, healthy relationship and develop the skills to form and maintain positive relationships</p>



TOPIC	PUPILS SHOULD KNOW	WHERE THIS IS ALREADY COVERED IN OUR CURRICULUM
Respectful relationships	<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>	<ul style="list-style-type: none"> <li>• Healthy Mind Year 1 Term 2 (Relationships)</li> <li>• Healthy Mind Year 2 Term 4 (Relationships)</li> <li>• Healthy Mind Year 1 Term 1 (Self-Awareness)</li> <li>• Healthy Mind Year 2 Term 1 (Self-Esteem)</li> <li>• Healthy Mind Year 1 Term 5 (Communication)</li> </ul> <p>WW- Year 2 Term 5- bullying focus                      WW- Year 2 Term 4- disability awareness                      WW- Year 2 Term 3- Gender equality                      WW- Year 2 Term 1- identity and belonging</p> <p>WW- Year 1- Term 4- Racism                      WW- Year 2- Term 2- Religious tolerance                      WW- Year 1- Term 1- Identity and belonging</p>
Online relationships	<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> <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>	<ul style="list-style-type: none"> <li>• Termly safeguarding days</li> </ul>

TOPIC	PUPILS SHOULD KNOW	WHERE THIS IS ALREADY COVERED IN OUR CURRICULUM
Being safe	<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>	<ul style="list-style-type: none"> <li>• Healthy Body Year 1 Term 4- Body awareness</li> <li>• Healthy Body Year 1 Term 5- Ways to keep bodies safe</li> <li>• Healthy Body year 2 Term 2</li> <li>• Healthy Body year 2 Term 4- privacy-focus on abuse</li> </ul> <p>Exploration Year 1 Term 1- what does safe mean? Behaviours, reducing unsafe behaviours in school. Repeated in Term 2.</p> <p>Exploration Year 2 Term 4- How can I be safe?</p> <p>LOTG- covers fire safety, road safety, bike safety, first aid.</p> <ul style="list-style-type: none"> <li>•</li> </ul>

**Appendix 3 Sex Education objectives**

Year group	Learning outcomes	Area of curriculum covered
<p><b>FS ELG Health and self care</b>  <b>ELG 13 People and communities</b>  <b>ELG 14 The world</b></p>	<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</li> <li>• Know about similarities and differences between themselves and others</li> </ul>	<p>Covered in healthy body</p>
<p><b>Year 1/ 2</b></p>	<ul style="list-style-type: none"> <li>• Identify parts of the body that make boys different to girls use correct names.</li> <li>• Respect body and understand which parts are private</li> <li>• Make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>	<p>Covered in Healthy body</p>
<p><b>Year 3/4</b></p>	<ul style="list-style-type: none"> <li>• Tell you what I like/ don't like about being a boy/ girl</li> <li>• Understand changes happen between conception and growing up in animals and humans. Understand usually female who has the baby</li> <li>• Identify how girls and boys' bodies change on the outside during this growing up process, including menstruation and puberty (also covered in healthy body)</li> <li>• Express how I feel when I see babies or animals</li> <li>• Understand how babies grow and develop in mother's uterus</li> <li>• Understand what a baby needs to live and grow</li> <li>• Express how I feel if I had a new baby in my family</li> </ul>	
<p><b>Year 5/6</b></p>	<ul style="list-style-type: none"> <li>• Understand bodies change so they can reproduce</li> <li>• Identify how girls and boys' bodies change on the outside during this growing up process, including menstruation and puberty (also covered in healthy body)</li> <li>• Understand how the changes might make us feel and cope with these changes</li> <li>• Understand having a baby is a personal choice</li> <li>• Understand attraction and how this can change the nature of relationships</li> </ul>	
<p>In addition to this we are proposing that Wider World also incorporates a term each year dedicated to consent- see curriculum map.</p>		

**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			
Parent signature			

## Appendix 2 – Version Control Amendments

Version No	Date	Summary of Changes