



St Weonards Academy

Relationships and Sex Education Policy

September 2021

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1. Aims

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
- › Teach the values of respect, care and love.
- › Create a positive culture around issues of sexuality and relationships
- › Foster the acceptance of difference and equality
- › Teach pupils the correct vocabulary to describe themselves and their bodies

At St Weonards Academy we believe in nurturing pupils to ensure they are self-assured, confident members of society, and have all the knowledge and skills they need to be successful. This includes ensuring children have a more than adequate knowledge of relationships education and have the tools to make good, informed and safe choices.

2. Statutory Requirements

As a primary academy 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. See Appendix 1.

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 St Weonards Academy we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – a member of staff has 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. Governor consultation – all governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to give written feedback about the policy
5. Ratification – once amendments were made, the policy was shared with governors for ratification

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 staff, governors and parents, 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 do not 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

6. Delivery of RSE

RSE is not taught in isolation, but is embedded in our curriculum including Personal, Social and Health Education (PSHE), and Science. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. (See PSHE Policy).

We are committed to working with parents to support the teaching of our RSE programme and parents are able to have full access to the long-term overview plan of the subject. We encourage an open-door policy to ensure that parents can discuss any issues with staff in a positive, sensitive and proactive manner. The programme of work is inclusive, appropriate and relevant for all the pupils, including those with SEND. Teachers ensure that the content and approach reflects the diversity of our school and helps all pupils to feel valued and included.

Where appropriate, pupils also receive stand-alone sex education sessions delivered by school staff or health care professionals.

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).

7. Roles and Responsibilities

7.1 The Governing Body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 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 8).

7.3 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. Ms Angela Clarke is the Pastoral and Designated Safeguarding Lead for the school. Alongside the Headteacher, she will monitor the implementation of this policy.

All teaching staff are responsible for the planning and effective teaching of RSE. All staff in school are responsible for fostering a positive environment for the children that is: trusting, positive, non-judgmental and non-threatening. A variety of approaches is important and it is at the discretion of the teacher as to how to organise resources and implement the curriculum.

7.4 Pupils

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

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. Training

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.

10. Monitoring arrangements

The delivery of RSE is monitored by Ms Angela Clarke as the Pastoral and Designated Safeguarding Lead for the school and Angharad Doughty as Curriculum Lead through: work scrutinies, learning walks, and discussions with teachers and pupils.

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

This policy will be reviewed by the SLT annually. At every review, the policy will be approved by the full governing body.

Appendix 1: Curriculum map

Science Curriculum – aspects specifically related to RSE.

| Age Group | Objectives | Non-Statutory Requirements |
|-----------|--|---|
| KS1 | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. |
| | Notice that animals, including humans, have offspring which grow into adults | They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. |
| Upper KS2 | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. | Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. |

PSHE Curriculum – aspects related specifically to RSE

At St Weonards Academy we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. (See PSHE Policy).

| Puberty and Human Reproduction in Jigsaw 3-11 | | |
|---|-------------------------|--|
| Seahorse Class | Growing up | How we have changed since we were babies |
| | My changing body | Understanding that growing and changing is natural and happens to everybody at different rates |
| | Boys' and girls' bodies | Appreciating the parts of the body that make us different and using the correct names for them |
| | The changing me | Where am I on the journey from young to old, and what changes can I be proud of? |
| | Boys and girls | Differences between boys and girls – how do we feel about them? Which parts of me are private? |
| Dolphin Class | Outside body changes | How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them |
| | Inside body changes | How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems) |
| | Having a baby | The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female and Male Reproductive Systems) |
| | Girls and puberty | How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System) |
| Shark Class | Puberty for girls | Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System) |
| | Puberty for boys | Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System) |
| | Conception | Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems) |

| | | |
|--|---------------------|---|
| | Puberty | Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems) |
| | Girl talk/boy talk | A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems) |
| | Conception to birth | The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems) |

The table above show a summary of the “Changing Me” Puzzle (unit) in Jigsaw with respect to what is taught – when relating to Puberty and Human Reproduction. As stated before, the puberty work in Jigsaw fulfils the requirements that sit under the ‘Changing Adolescent Body’ strand of statutory Health Education, and parents cannot withdraw their children from this.

The content in red on the table above is deemed as ‘Human Reproduction’ and as this is taught in PSHE, parents can request their children are withdrawn from all or part of these lessons.

Rationale for what is taught when in Jigsaw

We believe that knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation ensuring children know these are private parts of their bodies.

Puberty is introduced gently in Lower Key Stage 2 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren’t scared or worried.

Conception is introduced age-appropriately in Lower Key Stage 2 in the context of understanding why our bodies change during puberty.

Understanding of Human Reproduction, conception and puberty is built upon in Upper Key Stage 2.

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 |
| 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 |
| 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 |
| 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 |

