



London South East Academies Trust

Relationships and Sex Education Policy (from 2020)

Responsible post holder	Executive Headteacher
Approved by / on	June 2020
Next Review	June 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that our RSE / PSHE Curriculum is aligned with our school values of LIFE (Learning, Independence, Friendship and Emotions)

2. Statutory requirements

As a primary and secondary section 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.

In teaching RSE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Across London South East Academies Trust 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 attend a meeting about the policy
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 do not seek answers online.

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

6. Delivery of RSE

At BBAO the RSE Statutory framework is primarily delivered through the PSHE Curriculum. Personal, social, health and economic education and development is a key part of both the core and extended curriculum. The PSHE Scheme of Work used at BBAO was developed by the PSHE Association and has been updated and reviewed to incorporate the new statutory requirements for relationships and health education. As well as through explicit teaching of PSHE, elements of this learning are reinforced through the teaching of Science, PE, Computing, Esafety, Diversity Days, Impact Days, Food Technology and Social skills. These elements are also woven through our school values of LIFE (Learning, Independence, Friendship and Emotions) and embedded into our everyday teaching practice and interactions which are aligned with the values and moral purpose of the school and Trust. The curriculum across both primary and secondary has been incorporated into the half termly themes which are cross curricular based to support and motivate pupils' understanding.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 board

The governing board will approve the RSE policy and hold the head of school to account for its implementation.

7.2 The head of school

The head of school is responsible for ensuring that RSE is taught consistently across the schools, 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 head of school.

At BBAO the RSE Curriculum will be delivered to students via the class teaching team, this includes both teachers and support staff, however, the class teacher is responsible for ensuring that the lessons are appropriately planned and resourced.

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 head of school

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 head of school 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 Andrea Townsley and pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Andrea Townsley (Assistant Head, DSL and Behaviour/ Pastoral Lead) annually. At every review, the policy will be approved by the Head of School, Executive Head and Governors.

Appendix 1: Curriculum map

PSHE EDUCATION: LONG-TERM OVERVIEW — CROSS-PHASE MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Growing and changing: Growing up; Puberty, including periods and wet dreams; Sleep	Staying healthy: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Year 5	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	Careers: Career types; challenging career stereotypes; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y7</i>	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Substances: Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y5</i>	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
Year 8	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety	Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

The PSHE Scheme of Work used at BBAO is recommended as a scheme to be used by the DfE and we will aim to use resources which are mainly recommended by the DfE and the PSHE Association <https://www.pshe-association.org.uk/curriculum-and-resources>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents and carers	