

# Abbey Academies Trust



Every Child Matters

## **POLICY** **For** **Relationships and Sex Education**

Reviewed

|   |                              |  |
|---|------------------------------|--|
| <b>New policy</b><br><b><i>September 2020</i></b> | <b><i>September 2023</i></b> |  |
| <b><i>September 2021</i></b>                      |                              |  |
| <b><i>September 2022</i></b>                      |                              |  |

*Every child matters within and loving and caring Christian environment*

As a Rights Respecting School – UNICEF this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

**Article 2:** Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.

**Article 17:** Every child has the right to accurate information.

**Article 19:** Every child has the right to be protected from harm and to be kept safe.

**Article 29:** Every child has the right to be the best they can.

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As an inclusive and caring church school, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”

**John Wesley**

Our school values and ethos are embedded in our three Rs. We:

- ✓ Respect and take care of ourselves
- ✓ Respect and take care of each other
- ✓ Respect and take care of our environment

Education for character is integral to the work of our school. There is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. We also describe this as ‘Rigour with Care’ and we all work together using ‘Lessons from the Geese.

This is all embodied in our mission statement:

*‘Striving for excellence whilst caring for all in a loving Christian environment.’*

### **A Definition of Relationships, Sex and Health Education for Church Schools**

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- ✓ be appreciative of existing relationships
- ✓ form new healthy relationships

- ✓ enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

### **Statutory Requirements**

As a primary church academy, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the Equality Act 2010 including the 9 protected characteristics. We do not have to follow the National Curriculum, but we are required to offer all pupils a curriculum that is similar in breadth and depth to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained within the Primary Science curriculum. The primary focus of this is to teach children to keep themselves safe in the modern world.

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

Across Abbey Academies Trust, we teach RSE as set out in this policy.

### **Introduction**

The PSHE curriculum across our trust is intrinsically linked to the 'Every Child Matters' Agenda:

- ✓ Be Healthy
  - ✓ Stay Safe
  - ✓ Enjoy and Achieve
  - ✓ Make a Positive Contribution
  - ✓ Achieve Economic Well-Being
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- Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation, but be firmly rooted within the framework for PSHE. It is also embedded in the five outcomes of the Every Child Matters agenda
  - The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in the PSHE programme, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood
  - This policy reflects the consensus of opinion of the whole teaching staff
  - The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of KS1 and KS2 as well as the foundation stage
  - It will be overseen by the Executive Headteacher/Head of School and the PSHE team

Effective RSE is best achieved through a whole school approach, within our school ethos and this policy is appropriately set for the age and maturity of our pupils. Parents/carers are involved, staff are given appropriate training and support when required and all pupils' views are listened to.

### **Moral and Values Framework**

- RSE should contribute to promoting the spiritual, moral and cultural, mental and physical development of all pupils and to prepare all pupils for the opportunities, responsibilities and experiences of adult life.

- The views and religious convictions of all pupils and their parents/carers should be respected.

### Definitions

- Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.
- For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- **Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.
- As in the Character Education framework, **character** is considered a complex concept. Aspects such as the ability to remain motivated by long term goals, the learning and habituation of positive moral attributes, the acquisition of social confidence (including the ability to make points or arguments clearly) and an appreciation of the importance of long-term commitments which frame the successful and fulfilled life informs the way our academy shapes our wider provision for children.

### The School Environment

Through our 3 Rs, we ensure the whole school environment reflects the values of everyone respecting themselves and others.

It will:

- Ensure that displays use positive images and celebrate difference and diversity.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

### RSE Curriculum

Our RSE curriculum has been developed from:

- the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- the Character Education Framework DfE guidance
- Keeping Children Safe in Education statutory guidance
- Promoting Fundamental British Values as part of SMSC in schools' guidance
- Statutory Science curriculum content
- in consultation with various stakeholders, including governors, staff, pupils and parents/carers and takes into account the context of the school and its pupils. RSE is split into two core areas; relationships education and health education.

Areas of learning for relationships education include:

- Families and people who care for me
- Caring friendships and respectful relationships
- Internet safety, safe online relationships and the risks of online relationships
- Being safe

Areas of learning for health education include:

- Mental wellbeing
- Physical health and fitness, healthy eating
- Risks to health, e.g. drugs, alcohol, tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (using correct anatomical terms from EYFS)

This RSE curriculum has been planned in the context of our broader curriculum intent, and the delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves, recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

### **Statutory Science Curriculum Content**

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **The Organisation of RSE**

- Within the school, all class teachers are responsible for delivering the RSE and will be supported by the PSHE team

- The RSE curriculum will be delivered through PSHE, science, circle time and with outside visitors
- Teaching will be in whole class, mixed gender groups, except for single sex lessons in Y4, Y5 and Y6, as required, to discuss gender specific puberty issues in more detail
- Teaching strategies will include: establishing ground rules with pupils; using distancing techniques (eg role play, videos, theatre groups); knowing how to deal with unexpected questions or comments from pupils; encouraging reflection
- Pupils will be able to ask anonymous questions via a question box, as stated in the RSE statutory guidance

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Please see appendix 1 for a list of curriculum content from September 2020.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. We are aware that questions may arise that are not part of the content we teach. We will make an informed decision as to whether to address this question with an individual, with a group or a class in the most appropriate way. We will inform parents/carers as required. We may also seek advice from outside agencies. All staff can seek advice from the PSHE and Safeguarding team.

Materials used will be in accordance with the PSHE framework and the law. The school will ensure that pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of all pupils.

### **Delivery of RSE**

RSE is taught across the Abbey Academies Trust as part of the broader PSHE curriculum. Biological aspects of RSE are taught within the Primary Science Curriculum and some elements of RSE may be taught within the RE curriculum, particularly with relation to a range of views on relationships from religions and worldviews. Teaching is delivered by class teachers; some elements of RSE education may be delivered by a trained health professional/visitor. The school uses Jigsaw to deliver effective RSE and all staff involved in delivering RSE receive appropriate training and support. Pupil progress in RSE will be monitored annually.

All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ+ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. This is delivered in line with the 2010 Equality Act which highlights the nine protected characteristics. The PSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).

For more information about the delivery of RSE, please contact the RSE curriculum team.

### **Assessment and Monitoring Arrangements**

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

#### **RSE Teaching**

Years 1-6 complete POP tasks following any RSE teaching from the Cambridgeshire PSHE Sex and Education materials.

These may include:

- Revisit baseline activity
- Draw & Write
- Brain storm / graffiti wall / mind-map
- Role play and scenarios
- Mock TV or radio interviews
- Blogs, podcasts, videos, presentations
- Discussions
- Annotated photos
- Quizzes
- Written work including leaflets, projects, displays etc.

### **Drugs Education**

Years 1-6 complete a baseline activity (either Dogs and Rugs or Jugs and Herrings) and repeat this at the end of the unit of learning.

### **Other aspects of PSHE**

Class teachers complete formative assessment during lessons to assess children's knowledge and skills. Any children who are achieving above and beyond in PSHE will receive extra questioning and/or notation in books where appropriate.

### **Monitoring Arrangements**

The delivery of RSE is monitored by the Senior Leadership Team and the PSHE team through, for example, book scrutinies, learning walks and lesson observations.

### **Complaints Procedure**

Any complaints or concerns about our RSE curriculum should be made to the class teacher in the first instance who will inform the senior leadership team. Parents/carers can follow the Abbey Academies Trust Complaint procedure if they feel an issue or concern is not resolved.

### **Parental Right to Withdraw from Sex Education**

As stated in the RSE statutory guidance (DfE), parents/guardians do not have the right to withdraw their children from Relationships Education or the elements of Sex Education are included in the science curriculum.

As stated in the RSE statutory guidance, parents do have the right to withdraw their children from the non- science and relationships elements of Sex Education within RSE. Requests for withdrawal should be made in writing to the Executive Headteacher/Head of School. We will invite them to talk through their concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right of a parent or legal guardian.

Good practice is also likely to include the Executive Headteacher/Head of School discussing with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

This process is the same for pupils with SEND. However, there may be exceptional circumstances where, in partnership with parents/carers, the Executive Headteacher/Head of School will take a pupil's specific needs arising from their SEND into account. The approach outlined above is reflected in the school's policy on RSE.

### **Specific Issues**

- Parents/carers are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The school will endeavour to work in partnership with parents in order that the RSE programme will complement and support their role as parents and carers
- Teachers have a responsibility to ensure the safety and welfare of pupils, and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework
- All parents/carers have the right to see the resources and materials that will be used in delivering the RSE curriculum and have the opportunity to discuss the content of what will be taught. Parents/carers will be invited in prior to the topic to view materials being used for certain aspects of RSE and can, upon request, receive access to the full program of study.
- Confidentiality – see confidentiality policy
- If safeguarding issues are suspected, teachers will follow usual safeguarding procedures.
- Delivery of RSE will work more effectively if the school works in partnership with parents/carers and others in the wider community, using visitors where appropriate
- Pupils with special needs will receive RSE. Teachers may find they need to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties. This will be discussed with individual parents/carers

### **Links to other policies and documents:**

- Anti-Extremism and Anti-Radicalisation Policy
- Assessment Policy
- Behaviour and Bullying Policy
- Character Education Policy Statement
- Child Protection Safeguarding Policy
- Confidentiality Policy
- Drugs Education Policy
- Equality Policy
- E-Safety Policy
- Health and Wellbeing
- ICT Safeguarding
- RE Curriculum
- Science Curriculum
- PSHE Overview
- E-Safety Curriculum
- Child-on-child Abuse
- Promoting Fundamental British Values
- Pastoral Care Policy
- PSHE and Citizenship Statement
- RE Policy
- SMSC Policy
- Special Needs and Inclusion Policy
- Teaching, Learning and Curriculum Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance ( DfE)
- PSHE Association Guidance and Framework

### **Consultation with parents/carers – June 2020**

**This policy was approved by the Board of Trustees on 25<sup>th</sup> June 2020**

**Date of review: September 2024**

## Appendix 1

### Content from September 2020

- The combined PSHE framework at KS1 and KS2 is developed through themes within a spiral curriculum, and makes clear what is appropriate at each stage
- At primary school level, RSE should contribute to the foundation of PSHE ensuring that all children are able to keep themselves safe in the modern world. They should develop confidence in talking, listening and thinking about feelings and relationships; be able to name parts of the body and describe how their bodies work; be able to safeguard themselves and ask for help and support; be prepared for puberty
- The RSE curriculum will be delivered by the class teacher as per the PSHE scheme of work and topics will be repeated in a spiral and developmental programme to enable children to build on prior learning. Outside agencies will be used where necessary

**Broadly, the following areas are covered in the year groups below.**

| <b>Year group</b> | <b>Area covered</b>  |   |
|-------------------|--|---|
| EYFS<br>PSED      | Self-Regulation – Showing resilience and perseverance, identifying feelings and thinking about the effect on others<br>Managing Self – Managing their own needs e.g. personal hygiene<br>Building Relationships – Building constructive and positive relationships, seeing themselves as an value individual and expressing feelings | Personal Safety –<br>my body belongs<br>to me (NSPCC<br>Pants campaign) |
| Year 1            | Feelings and relationships<br>Personal Hygiene<br>Illness/disease prevention<br>Secrets and surprises<br>Summer safety<br>Drugs and medicines<br>Judging risks and making good choices   |   |
| Year 2            | Naming of external body parts<br>Human life cycle e.g. baby/toddler/child/teenager/adult<br>Body awareness and image<br>Personal responsibilities<br>Parents/carers/families<br>Summer safety including skin protection<br>Drugs and medicines   |   |
| Year 3            | Feelings and Relationships<br>Judging risks and making good choices<br>Human life Cycle<br>Growing up and personal responsibilities<br>Parents/carers, families<br>Drugs and medicine<br>Life Bus Education – 2 year rolling program   |   |
| Year 4            | Feelings and Relationships<br>Judging risks and making good choices<br>Changing and Growing - Changes at Puberty<br>Naming external body parts<br>Valuing individuality and avoiding stereotypes<br>Drugs Education – alcohol and nicotine<br>Life Bus Education – 2 year rolling program  |   |
| Year 5            | Feelings and Relationships<br>Judging risks and making good choices<br>Changing and Growing - Changes at Puberty<br>Drugs and medicine   |   |
| Year 6            | Feelings and Relationships<br>Judging risks and making good choices<br>Growing Up - Puberty (including body image), sex, birth and prevention of pregnancy.<br>DARE (Drugs Abuse Resistance Education)   |   |