



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Trust Relationships and sex education Policy

Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective sex and relationship education.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Legal Framework

Updated guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

Academies' Funding Agreements require these schools to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote well-being (Children Act 2004)

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

*This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

Definition

Relationship and sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

All academies, regardless of phase, will teach RSE through the Science curriculum from Key Stage 1 and as part of an academy's assembly & pastoral programme as appropriate. These curricula will ensure coverage of the following core elements:

1. Knowledge and Understanding including: emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. Personal and Social Skills including: talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line.

3. Attitudes and Values including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Relationship and sex Education Policy

Each academy must have a policy which sets out clearly:

- A definition of Relationship and sex Education (RSE)
- How RSE is provided and who is responsible for providing it
- How RSE is monitored and evaluated
- How the academy ensures that its RSE offer supports confidentiality and child protection legislation as appropriate
- How the academy's teaching of RSE underpins the Trust's policy on Equal Opportunities
- How the academy will respond to any complaints made in relation to the RSE curriculum
- Information on parents' right to withdraw their child

Each pupil can expect:

- To have their views treated sensitively and with respect
- To access education related to forming healthy, positive relationships
- To access a curriculum which teaches them to keep themselves safe

The Trust will:

- Check that all schools have an RSE policy in place which covers all the points above.

Sycamore Academy RSE Policy

Intent

Our knowledge based curriculum aims to ensure that every child receives the best education possible. We want to develop a personalised education which meets their individual needs and maximises their future life opportunities. Our intention is to have a curriculum which reflects our community, and which provides our pupils with the most current knowledge available. We will endeavour to deliver an education that develops all aspects of the child's personality and gives them every opportunity to succeed in their growing understanding of the world. Our school motto is: **'Learning and Caring Together'**

Our Intent in RSE

Our RSE Policy was developed by Mrs. Windley-Blyth, PSHE subject leader. To develop and review the policy all members of staff in school were consulted as well as parents. From September 2020 it became statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education (Dfe) to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for science. Health Education is also statutory and includes coverage of mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol, and tobacco; health and prevention; basic first aid; and, changing adolescent body (i.e. Puberty education).

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental, and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Sycamore Academy considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned program on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The program is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education that is becoming statutory guidance in September 2020.

Our aims for the RSE curriculum:

- To meet the requirements of the DfE guidance on RSE.
- To help and support children through physical, emotional and moral development
- To understand about the range of relationships, including the importance of family

- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy

Implementation

Teaching and Planning

At Sycamore Academy, our main PSHE curriculum including RSE is provided by Coram Life Education, SCARF. This programme, developed by teachers, is centred on a values-based and 'Growth Mind-set' approach. SCARF's online resources support the promotion of positive behaviour, mental health, wellbeing, resilience and achievement. SCARF provides a whole-school approach from Foundation 1 to Year 6 to build essential foundations which are crucial for children to achieve their best, academically and socially. Planning for these lessons are provided by SCARF and the lesson plans are organised around the PSHE Association's Programmes of Study Learning Opportunities.

Content

As part of our SCARF planning, our PSHE teaching is broken up into different topics.

- In Autumn 1 term our topic is 'Me and my Relationships' which includes feelings, emotions, conflict resolution and friendships.
- In Autumn 2 term our topic is 'Valuing Difference' which includes a focus on British Values.
- In Spring 1 our topic is 'Keeping Safe' which includes aspects of relationships education, safe internet use and for KS2 includes teaching on drugs.
- In Spring 2 our topic is 'Rights and Respect' which includes living in the wider world, environment and money,
- In Summer 1 our topic is 'Being my best' which includes keeping healthy, growth mind-set, goal setting and achievement.
- In Summer 2 our topic is 'Growing and Changing' which includes RSE-related issues.

Specifically related to RSE, in each Year Group (Reception-Year 6) the children discuss key safeguarding issues linked personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware and understand of the boundaries that should exist linked to the private areas of their body.

All years from Reception – Year 6 children also learn about:

- Developing the skills to have positive relationships with friends and family

- An understanding that families/relationships set-ups.
- Exercise and personal hygiene

In addition to this, Year 5 and 6 children learn about:

- Developing the skills to be effective in relationships
- The different types of relationship, including marriage and those between friends and families. Children are made aware that different family set-ups exist (including homosexual relationships)
- How the body changes during puberty

And Year 6 specifically look at:

- How a baby is conceived and born.

We place a particular emphasis on RSE in Year 5 and 6, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children. Our program is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals. Both boys and Girls may be taught separately however they receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching. The terminology used as part of the SCARF lesson plans are available on request.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Visitors

Any visitors that have been invited into the school to teach a session around sex and relationships should be familiar with the Policy. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. 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. 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 talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE and PSHE will be taught in line with the school's equal opportunities policy ensuring that all children will have opportunities to undertake all activities appropriate to their level of ability and regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Advising Parents/Carers

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request.

Parents' right to withdraw

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the Head of School.

Further Policies

In conjunction with this policy, please also see:

- Behaviour Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Science Policy
- PSHE Policy

Impact

Identifying the impact of the RSE provision is essential to maintaining high standards and identifying ongoing areas of development. The PSHE/RSE lead works closely with the senior leadership team in

implementing the school improvement plan. The PSHE/RSE lead monitors the impact of teaching and learning through:

- Learning walks
- Folder monitoring
- Evidence samples
- Moderation

This policy will be reviewed yearly by the PSHE Lead, SLT and Chair of Governors.

Date and Co-ordinator/Lead

This policy was updated by the PSHE lead.

Reviewed – October 2022 (A. Windley-Blyth)