



Excalibur Academies Trust
Relationships and Sex Education Policy
(Primary)

Date of approval	8 th July 2020
Approved by	Burbage Primary School LGB
Review date	July 2021

Rationale

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 Relationships and Sex Education (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 Burbage Primary School we teach Relationships and Sex Education as set out in this policy.

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

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 – the Trust collated all relevant information including national and local guidance in order to draft a model policy
2. The Education Scrutiny Committee approved the policy in principle, on the understanding that the policy would be adapted by individual academies, in order to reflect its particular situation and foundation status.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to respond to the draft policy
5. Pupil consultation – pupils were asked what they wanted from their RSE
6. Approval – once amendments were made, the policy was shared with governors and approved

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.

Curriculum

Our curriculum is set out as per Appendix I but we may need to adapt it, as and when necessary. Adaptations will be reported to parents and Appendix I will be amended accordingly.

The curriculum has been developed 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

Delivery of the Curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may 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

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).

For more information about our RSE curriculum, see Appendices 1 and 2.

Roles and Responsibilities

The Education Scrutiny Committee

The ESC will approve the model policy in principle. The policy will then be adapted by each academy so that it can reflect its own particular situation and foundation status.

The Local Governing Body (LGB)

The LGB will have final approval of the RSE policy, and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

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 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 Principal.

Tom Evans is the Subject Lead.

Pupils

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

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 components of sex education within RSE i.e. areas of the sex education that are also covered by the National Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education.

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 Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Principal through: planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the LGB annually. At every review, the policy will be approved by the LGB and published on our website.

Appendix I: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Families and people who care about me			
Reception	I	That families are important for children growing up because they can give love, security and stability. Family differences and people who help us.	
Year 1 Year 2	I	That families are important for children growing up because they can give love, security and stability. Family differences and people who help us.	
Year 3 Year 4	I	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	
Year 5 Year 6	I	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 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.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Caring friendships:			
Reception	2	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Discuss initial ideas of bullying – what it is and how to deal with it.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	
Year 1 Year 2	2	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Discuss initial ideas of bullying – what it is and how to deal with it.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	
Year 3 Year 4	2	<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> <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>	
Year 5 Year 6	2	<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>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Respectful relationships:			
Reception	2,3,4	<p>The importance of respecting others. Discuss behaviour and friendship and self-esteem expectations -What makes a 'good friend'.</p> <p>The conventions of courtesy and manners.</p> <p>Managing friendship and conflicts that arise through close friendships.</p>	
Year 1 Year 2	2,3,4	<p>The importance of respecting others, even when they are very different from them - physically, in character and personality. 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. Self-esteem and behaviour expectations. Managing friendship and conflicts that arise through close friendships. What constitutes a quality friendship?</p> <p>The importance of permission-seeking and giving in relationships with friends, peers.</p>	
Year 3 Year 4	2,3,4	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality backgrounds or beliefs.</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 respect to others and 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. Stereotyping due to race, culture, LGBT.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>	
Year 5 Year 6	2,3,4	As above – reinforcement were necessary	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Online relationships			
Reception	3,4,5,	Introduce the idea of stranger danger.	Police input NSPCC
Year 1 Year 2	3,4,5	That people sometimes behave differently online, including by pretending to be someone they are not.	Police input NSPCC
Year 3 Year 4	3,4,5	<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>	Police input NSPCC
Year 5 Year 6	3,4,5	As above – reinforcement were necessary	Police input NSPCC

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Keeping Safe			
Reception	1-6	<p>What sorts of boundaries are appropriate in friendships with peers.</p> <p>About the concept of privacy that it is not always right to keep secrets if they relate to being safe.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>	
Year 1 Year 2	1-6	<p>What sorts of boundaries are appropriate in friendships with peers.</p> <p>About the concept of privacy that it is not always right to keep secrets if they relate to being safe.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p>	Police input NSPCC
Year 3 Year 4	1-6	<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 and others – ensure 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>	Police input NSPCC
Year 5 Year 6	1-6	As above – reinforcement were necessary	Police input NSPCC

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

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<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>
<p>Caring friendships</p>	<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>

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships</p>	<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>
<p>Online relationships</p>	<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>

TOPIC	PUPILS SHOULD KNOW
Keeping 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		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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