



Relationships and Sex Education Policy

Summer 2022

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE 4
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements

Appendix 1: Curriculum map

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

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

1. Aims

This policy is fully in line with our school's vision

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

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Calveley Academy we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of our working group and PSHE lead, 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 are 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.

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 stakeholders, 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

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

6. Delivery of RSE

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

Pupils also receive stand-alone puberty 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 teacher to account for its implementation.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory 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 components of RSE

All class teachers are responsible for the teaching 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.

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 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 teacher.

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

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leader through a range of activities, e.g. pupil interview, staff interview, planning and work scrutiny. External reviews may also include monitoring of RSE.

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

This policy will be reviewed by the PSHE Leader, alongside the Senior Leadership Team. At every review, the policy will be approved by the Board of Governors.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Spring Core Theme 2 – Relationships	<p style="text-align: center;">Essential Learning</p> <p>To talk about our own feelings, to say how we feel. To talk about how we are the same and different from others in our class. To say who are friends are and what makes a good friend. To begin to use words to solve differences we might with others during play situations.</p> <ul style="list-style-type: none"> •To learn the importance of and how to maintain personal hygiene and washing our hands and blowing our noses. 	PSHE Association Scheme Anna Freud Resources A variety of high quality, age - appropriate texts and stimuli
Year One	Spring Core Theme 2 – Relationships	<p style="text-align: center;">Essential Learning</p> <ul style="list-style-type: none"> • To communicate their feelings to other, to recognise how others show feels and how to respond. • To learn the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. • To identify their special people (family, friends and carers) what makes them special and how special people should care for one another. • To identify and respect the differences and similarities between people. • To share opinions on things that matter to them and explain their views through discussions with one person and the whole class. 	PSHE Association Scheme Anna Freud Resources A variety of high quality, age - appropriate texts and stimuli

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Two	Spring Core Theme 2 – Relationships	<ul style="list-style-type: none"> • To identify and respect the differences and similarities between people. • To share opinions on things that matter to them and explain their views through discussions with one person and the whole class. • To recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. • To recognise when people are being unkind to either them or others, how to respond. • To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • To learn that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying. • To identify and respect the differences and similarities between people. <p style="text-align: center;">Key Skills and Attributes</p> <ul style="list-style-type: none"> • Can demonstrate self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) • Can show empathy and compassion (including impact on decision-making and behaviour) • Can recognise, evaluate and utilise strategies for managing influence. 	PSHE Association Scheme Anna Freud Resources A variety of high quality, age - appropriate texts and stimuli

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Three	Spring – Core Theme 2 – Relationships	<ul style="list-style-type: none"> • To be able to recognise and respond appropriately to a wide range of feelings in others. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. • To learn that their actions affect themselves and others. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). <p>Key Skills and Attributes</p> <ul style="list-style-type: none"> • Demonstrates that they can build and maintain healthy relationships of all kinds. • Can demonstrate self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) • Can show empathy and compassion (including impact on decision-making and behaviour) <p>Can recognise, evaluate and utilise strategies for managing influence.</p>	PSHE Association Scheme Anna Freud Resources A variety of high quality, age - appropriate texts and stimuli

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Four	Spring – Core Theme 2 – Relationships	<ul style="list-style-type: none"> • To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ • To learn to recognise and manage ‘dares’. • To develop strategies to solve disputes and conflict through negotiation and appropriate compromise • To judge what kind of physical contact is acceptable or unacceptable and how to respond • To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings. <p>Key Skills and Attributes</p> <ul style="list-style-type: none"> • Can demonstrate negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Can demonstrate that they can build and maintain healthy relationships of all kinds. • Can demonstrate self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) <p>Can show empathy and compassion (including impact on decision-making and behaviour)</p>	<p>PSHE Association Scheme Anna Freud Resources A variety of high quality, age - appropriate texts and stimuli</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Five	Spring – Core Theme 2 – Relationships	<ul style="list-style-type: none"> • To be able to recognise and respond appropriately to a wider range of feelings in others. • To understand that their actions affect themselves and others. • To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns and to recognise and care about other people’s feelings. • Key facts about puberty and the changing adolescent body, particularly from ages 9-11, including physical and emotional changes. Delivered by school nurse. • About menstrual wellbeing including the key facts about the menstrual cycle. Delivered by school nurse. <p style="text-align: center;">Key Skills and Attributes</p> <ul style="list-style-type: none"> • Can demonstrate active listening and communication • Can demonstrate negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Can demonstrate that they can build and maintain healthy relationships of all kinds. • Can demonstrate self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) • Can show empathy and compassion (including impact on decision-making and behaviour). 	<p>PSHE Association Scheme Anna Freud Resources A variety of high quality, age - appropriate texts and stimuli</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Six	Spring – Core Theme 2 – Relationships	<ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To recognise different types of relationship, including those between acquaintances, friends, relatives and families • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care. • To understand that marriage is a commitment freely entered into by both people. • To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • To understand personal boundaries; to identify what they are willing to share with their most special people and that we all have rights to privacy. <p>Key Skills and Attributes</p> <ul style="list-style-type: none"> • Can demonstrate active listening and communication • Can including flexibility, self-advocacy and compromise within an awareness of personal boundaries. • Can demonstrate that they can build and maintain healthy relationships of all kinds. • Can demonstrate self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) Can show empathy and compassion (including impact on decision making and behaviour). 	<p>PSHE Association Scheme Anna Freud Resources A variety of high quality, age - appropriate texts and stimuli</p>

Sex Education at Calveley Academy

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE and RSE subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Schools are free to determine how to deliver the content set out in guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

It is important that the transition phase before moving to secondary school, supports pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

With this in mind, we feel it is appropriate for our Y6 children to leave Calveley Academy school with a basic understanding of how humans grow and change, both physically and emotionally and the types of relationships that people have. Children will also learn about sexual relationships, positive body images and stereotypes. As part of their PSHE Relationships core theme, Y6 children will be taught:

- How to care for themselves during puberty.
- To name strategies and mechanisms to cope with new or different emotions.
- To describe some of the ways in which the media fuels the notion of a 'perfect body'
- To describe the different type of loving relationships that exist
- To use a range of vocabulary when discussing differences in sex, gender identity and sexual orientation.

- To use scientific vocabulary to accurately explain how babies are made and how they are born. □ To describe the process from conception to birth and the needs of the foetus.

The teaching and learning of the objectives outlined above will be delivered by Y6 class teachers as part of the PSHE curriculum under the relationships core theme. Supplementary workshop will be delivered by an acting midwife during the Spring term. Below is a medium term plan that outlines this sequence of learning which includes a breakdown of coverage through learning objectives.

Lesson One Changing Bodies	<ul style="list-style-type: none"> ➤ To learn how my body will change as I approach and go through puberty. ➤ To understand that I have the right to protect my body from inappropriate and unwanted contact.
Lesson Two Emotional Changes	<ul style="list-style-type: none"> ➤ To describe how my thoughts and feelings may change during puberty and suggest how to deal with those feelings.
Lesson Three Just the way you are	<ul style="list-style-type: none"> ➤ To recognise that many things affect the way that we feel about ourselves and understand that there is no such thing as an ideal body type.
Lesson Four Relationships	<ul style="list-style-type: none"> ➤ To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation. ➤ To learn that forcing anyone into marriage is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.
Lesson Five Let's Talk about Sex	<ul style="list-style-type: none"> ➤ To understand the term 'sexual relationship.' ➤ To understand what a sexual relationship is and who can have a sexual relationship.
Lesson Six Human Reproduction	<ul style="list-style-type: none"> ➤ To learn about human reproduction. ➤ To describe the process of human reproduction from conception to birth.

As a school we place a high priority on educating our children about harmful sexual behaviour and how to keep safe. The term ‘harmful sexual behaviour’ refers to sexual behaviour which is developmentally inappropriate, abusive, and sometimes violent.

- Sexual harassment – unwanted conduct of a sexual nature which makes someone feel intimidated, degraded, or humiliated, such as sexualised gestures and unwanted sexually explicit and/or derogatory, degrading, homophobic, or misogynistic comments (e.g. ‘slut’ or ‘slag’).
- Sexual violence – engaging in (or causing someone to engage in) sexual activity without consent, whether this is physical (such as rape, assault by penetration, and sexual touching without consent) or online.

When responding to an incident of harmful sexual behaviour, school should take into account:

- The nature of the incident, and whether a crime has been committed.
- The context, including the ages and developmental stages of the children involved, their backgrounds, and whether there is any sort of power imbalance.
- Whether the incident is a one-off or part of a sustained pattern of abuse.
- Whether there are links between the incident and other related issues (e.g. child sexual or criminal exploitation).
- Whether there are ongoing risks to the victim, other children, and school or college staff.
- How the child who was affected by the behaviour wants to proceed – you will need to balance respecting their wishes with your responsibilities to protect other children.
- Whether there is any need for disciplinary action (e.g. sanctions or remedial action, such as making an area of the school more safe).

When an incident is low-level – such as sexual name-calling or commenting on someone’s body parts in a sexual way – it will be dealt with following Calveley Academy’s sanctions including having a whole-class discussion or assembly about inappropriate behaviour, as a reminder to all children, or take remedial action (such as having a member of staff present in secluded areas of the school). Such incidents will be reported to your DSL and recorded on Cpoms.

When an incident is high-level – such as sexual assault or rape – it requires immediate intervention and action. This may include calling the police or social care, if a child is in immediate danger or if there is an allegation which includes a criminal offence. When an incident is high-level – such as sexual assault or rape – it requires immediate intervention and action.

Besides responding to incidents of harmful sexual behaviour, Calveley Academy recognises the importance of schools reducing the likelihood of this behaviour occurring in the first place. Strategies for doing so include creating a safe, healthy school environment, providing positive education on the subject area (including healthy relationships and consent), promoting positive life skills, and having clear expectations, policies, and procedures in place.- See RSE and Safeguarding Policy

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

TOPIC	PUPILS SHOULD KNOW
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

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	

