



**LIFE** Education Trust

## **Relationships and Sex Education (RSE) Policy**

**Written by:** Ian Gurman **Date:** January 2021

**Approved:** [Date]

**Next review due by:** [Date]

### **Contents**

<b>1. Aims</b>	<b>2</b>
<b>2. Statutory Requirements</b>	<b>2</b>
<b>3. Policy Development</b>	<b>2</b>
<b>4. Definition</b>	<b>2</b>
<b>5. Curriculum</b>	<b>2</b>
<b>6. Delivery</b>	<b>3</b>
<b>7. Roles and Responsibilities</b>	<b>3</b>
<b>8. Right to Withdraw</b>	<b>4</b>
<b>9. Training</b>	<b>4</b>
<b>10. Monitoring Arrangements</b>	<b>4</b>
<b>Appendix 1 (Curriculum outline)</b>	<b>5</b>
<b>Appendix 2 (withdrawal form)</b>	<b>12</b>

## 1. Aims

The aims of relationships and sex education (RSE) in our schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare 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 an academy trust, our RSE policy complies with section 34 of the [Children and Social work act 2017](#).

This states that primary pupils must be taught relationships education, although there are also elements of sex education contained in the National Curriculum for science. Secondary pupils must be taught relationships and sex education

In LIFE Trust schools, we teach RSE as set out in this policy, with each school providing more detailed information regarding its own curriculum content.

## 3. Policy Development

Whilst bringing RSE into line with latest government guidance, this policy does not represent any significant change to the way that RSE has been taught in our schools previously. Nevertheless, our schools have developed their own content in consultation with staff, pupils and parents, in line with the following steps:

- Staff worked together to review curriculum content and pulled together all relevant information including relevant national and local guidance
- Parents/stakeholders in all schools have been consulted about the policy
- Once any 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

Sex education is not compulsory in primary schools, beyond the science curriculum; however, following consultation, our primary schools do cover some additional content on sex education in order to meet the needs of their pupils. These are outlined in each school's curriculum information.

The curriculum content in each of our schools, for all age groups, has been developed in line with Trust policy and is set out by each school, 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.

## **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 some aspects of relationships may be included in religious education (RE).

In our primary schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. In our secondary schools, the focus is on further developing healthy, nurturing relationships of all kinds.

Each LIFE school publishes its own detailed curriculum, but RSE topics include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and social media
- Being safe
- Intimate and sexual relationships, including sexual health (secondary only)

These areas of learning are taught in an age-appropriate manner within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. We acknowledge that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

## **7. Roles and Responsibilities**

### **7.1 LIFE Education Trust Board and Local Governing Boards (LGB)**

The Trust Board approves this RSE policy and the schools' curriculum content, and holds the CEO to account for its implementation.

The LGB for each school approves the school's curriculum policy, including for RSE, and hold the Headteacher to account for its implementation.

### **7.2 Headteachers/Heads of School**

The Headteacher/Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from non-statutory components of RSE (see Section 8 below).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate manner
- 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

### **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 up to and until 3 terms before the child turns 16. (After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this)

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

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 each school's continuing professional development calendar.

Schools 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.

## **10. Monitoring arrangements**

The delivery of RSE across the Trust is overseen by the Director of Education and monitored by the Headteacher of each school.

Pupils' development in RSE is monitored by class teachers as part of their internal assessment systems, just as it is for all curriculum subjects.

This policy will be reviewed in line with the dates on page 1 and, at every review, the policy will be approved by the Trust Board.

## **Appendix 1: Curriculum Outline**

Each school will provide its own curriculum outline of where and how any aspect of RSE is taught, and to which year groups.

# Benhurst Primary School RSE Curriculum Outline



Year Group	Curriculum Content
<b>Reception</b>	<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> <li>- Initiate conversation</li> <li>- Explains own knowledge</li> <li>- Asks others appropriate questions</li> <li>- Takes steps to resolve conflicts</li> <li>- Plays co-operatively</li> <li>- Takes account of one another's ideas</li> <li>- Shows sensitivity to others' needs and feelings</li> </ul>
<b>Year 1</b>	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>- Recognise and communicate feelings to others</li> <li>- Listen to, reflect on and respect other people's views and feelings</li> <li>- Understand that it is important to share opinions</li> <li>- Learn to listen to other people and work cooperatively</li> </ul> <p><u>Bullying</u></p> <ul style="list-style-type: none"> <li>- To learn about bullies and bullying behaviour</li> <li>- Understand the difference between impulsive and considerate behaviour</li> <li>- Recognise that behaviour affects people</li> <li>- Recognise good and bad choices</li> </ul> <p><u>Fairness</u></p> <ul style="list-style-type: none"> <li>- To reflect on the similarities and differences between people</li> <li>- To respect differences between people</li> <li>- To recognise what is kind and unkind behaviour</li> <li>- To understand that family and friends should care for each other</li> <li>- Recognise how behaviour may influence people positively or negatively</li> </ul> <p><u>Family and Friends</u></p> <ul style="list-style-type: none"> <li>- Learn how to develop positive relationships with peers</li> <li>- Identify different relationships and their importance</li> <li>- Develop positive relationships through work and play</li> <li>- Learn about the importance of family</li> <li>- Identify their special people and what makes them special</li> </ul>

## Year 2

### Communication

- Recognise the importance of listening to others
- Understand the importance of working cooperatively
- Understand the concept of negotiation
- To work independently and collaboratively in a group
- Take part in a simple debate
- To reflect on similarities and differences between people
- To know conventions of courtesy and manners

### Bullying

- Understand who can help if someone is affected
- Recognise that there are people who care for and look after them
- To seek help from an appropriate adult when necessary

### Fairness

- To recognise what is fair and unfair
- Reflect on and respect similarities and differences between people
- Understand that family and friends should care for each other
- Recognise how behaviour can affect others
- Understand the difference between right and wrong

### Family and Friends

- Learn about similarities and differences between people from different countries and the importance of cross-cultural friendships
- Learn about the importance of sharing

<p><b>Year 3</b></p>	<p><u>Collaboration</u></p> <ul style="list-style-type: none"> <li>- Work co-operatively, showing fairness and consideration to others</li> <li>- Understand why it is important to work collaboratively</li> <li>- Take lead, prioritise actions and work independently and collaboratively towards goals</li> <li>- Know how to identify ways to improve the environment</li> <li>- Identify problems and find ways of dealing with them</li> </ul> <p><u>Healthy Relationships</u></p> <ul style="list-style-type: none"> <li>- Understand the features of a good friend</li> <li>- Understand why it is important to be positive in relationships with others</li> <li>- Know how to communicate their opinions in a group</li> <li>- Work co-operatively, showing fairness and consideration</li> <li>- Know that most friendships have ups and down, and that these can often be resolved</li> <li>- Know what sort of boundaries are appropriate in friendships with peers and others (including digital environment)</li> <li>- Know and understand the characteristics of friendships</li> </ul>
----------------------	---



<p><b>Year 4</b></p>	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>- Recognise that there are many ways to communicate</li> <li>- Understand the need to communicate clearly</li> <li>- Understand why it is important to listen to other</li> <li>- Talk about their views on issues that affect themselves and their class</li> <li>- Know how to communicate opinions in a group</li> <li>- Show consideration for other people's views</li> </ul> <p><u>Bullying</u></p> <ul style="list-style-type: none"> <li>- Recognise the difference between isolated hostile incidence and bullying</li> <li>- Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</li> <li>- Understand what self-esteem is and why it is important</li> <li>- Understand the terms 'resilience' and 'persistence'</li> <li>- To face new challenges positively and know when to seek help</li> <li>- To know how to recognise bullying behaviour</li> <li>- Recognise wright and wrong and what is fair and unfair</li> <li>- Understand the nature and consequence of negative behaviours</li> </ul> <p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>- Understand how we are connected by our similarities</li> <li>- Recognise and respect similarities and differences between people</li> <li>- Understand how the make-up of family units can differ</li> <li>- Empathise with another viewpoint</li> <li>- Understand and appreciate the range of different cultures and religions represented within school</li> <li>- Learn about the need for tolerance for those of different faith and beliefs</li> <li>- Understand the term 'diversity' and appreciate diversity within school</li> <li>- Recognise and challenge stereotyping and discrimination</li> </ul>
----------------------	--

<p><b>Year 5</b></p>	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>- Recognise that there are many different ways to communicate</li> <li>- Understand the need for confidentiality in certain situations</li> <li>- Know and understand the importance of listening to others</li> <li>- Understand the role of a listener in any relationship</li> <li>- Understand the need to both listen and speak when communicating with others</li> </ul> <p><u>Collaboration</u></p> <ul style="list-style-type: none"> <li>- Understand there are many situations in which collaboration is necessary</li> <li>- Understand the need to develop team work skills</li> <li>- Recognise that there are many roles within a community</li> <li>- Understand the need to collaborate in a group situation</li> </ul> <p><u>Healthy Relationships</u></p> <ul style="list-style-type: none"> <li>- To know about and understand the importance of touch in a range of contexts</li> <li>- To know the difference between appropriate and inappropriate touches</li> <li>- To know the same principles apply to online relationships as to face-to-face relationships</li> <li>- To know how to critically consider their online friendships and sources of information</li> <li>- Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>
----------------------	---

<p><b>Year 6</b></p>	<p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>- Learn about racial discrimination and its impact on societies, past and present</li> <li>- Learn about gender discrimination and its impact</li> <li>- Challenge stereotyping and discrimination</li> <li>- Learn about the importance of family in different cultures</li> <li>- Recognise and respect similarities and differences between people</li> </ul> <p><u>Healthy Relationships</u></p> <ul style="list-style-type: none"> <li>- To know that relationships can change as a result of growing up</li> <li>- To know that marriage and civil partnership represents a formally and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>- To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul> <p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> <li>- Know how and understand why close relationships are formed, especially during adolescence</li> <li>- Understand why friendship is important in the establishment of close relationships</li> <li>- Know about and understand the physical, mental and emotional changes that take place during puberty</li> <li>- Learn about sex (bust some myths)</li> <li>- Know the features of a healthy relationship</li> <li>- Understand what an unhealthy relationship is and know how to deal with relationship issues</li> <li>- Know about gender identities and have an awareness of transgender issues</li> <li>- Understand the difference between being transgender and transvestite</li> </ul>
----------------------	--

**Appendix 2: Parent form**

**Withdrawal from sex education elements within the RSE curriculum  
(withdrawal from relationships education is not permitted)**

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	