



Relationships and sex education policy

The Alwyn and Courthouse Federation

Approved by:	Governing Board	Date: October 2023
Last reviewed on:	October 2022	
Next review due by:	Autumn 2024	

Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare children for changes in their bodies, and give them an understanding of sexual development and the importance of health and hygiene
- To present material in a sensitive, careful and reassuring way
- Help children develop feelings of self-respect, confidence and empathy
- Help children understand respect for others
- Help children take responsibility for their own actions
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a maintained primary school federation, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Alwyn and Courthouse, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with parents/carers. The consultation and policy development process involved the following steps:

1. Review

A member of staff or working group pulled together all relevant information including relevant national and local guidance to write a draft policy.

2. Staff consultation

All school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/carer consultation

Parents and any interested parties were invited to attend a meeting about the policy. The policy was also shared with all parents to make comments/suggestions.

Ratification

4. Once amendments were made, the policy was shared with governors and ratified. It is renewed annually and further consultation will only take place if any significant changes are made.

Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE is not about the promotion of sexual activity. It involves a combination of sharing information, and exploring issues and values. RSE is taught in addition to the science national curriculum.

Curriculum

Our curriculum in each school is set out as per Appendix 1 and is subject to adaption when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If children 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 is not compulsory in primary schools. We are required to teach the elements of sex education contained in the science curriculum.

Primary sex education will focus on:

- Relationships Education
- To 'notice that animals, including humans, have offspring which grow into adults'. (Alwyn)
- Preparing boys and girls for the changes that adolescence brings (Year 4,5 & 6)
- How a baby is conceived and born (Year 5 & 6)

We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality.

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 other aspects are included in religious education (RE).

RSE 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

In Years 4-6, pupils will also receive sex education sessions delivered by class teachers as part PSHE curriculum. During these sessions, only boys and girls will be taught separately starting in Year 5 and continuing in Year 6.

All 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of children will relate to them
- Is sensitive to all children's experiences

- During lessons, makes children feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that children learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Consider the level of differentiation needed for the age and learning stage of the children

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Alwyn uses resources from SCARF PSHE scheme and the NSPCC Pants and Stay Safe campaigns.

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing board will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the schools. The Heads of Schools are responsible for managing requests to withdraw children from sex education sessions.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children 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 Head of School.

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

Safeguarding concerns

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child refers 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 following protocols laid down in the child protection policy. If the teacher has concerns, they will report it to the

DSL who will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy)

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as this a statutory part of the national curriculum.

Parents have the right to withdraw their children from the non-statutory and non-science components of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School.

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

Training

Staff are trained on the delivery of RSE as part of their continuing professional development.

The Executive Headteacher / Heads of School will 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

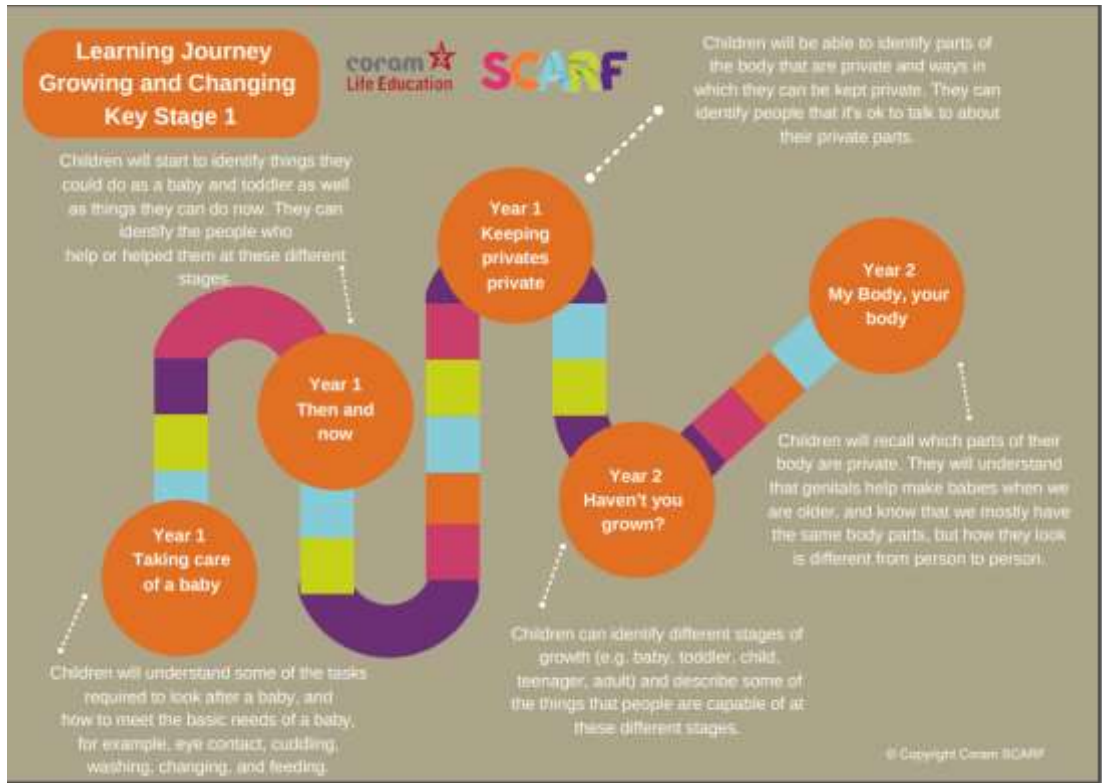
The PSHE subject leader monitors the delivery of RSE.

Class teachers as part of our internal assessment systems monitor pupils' development in RSE.

This policy will be reviewed and approved by the governing body annually.

Appendix 1: Curriculum overviews- Alwyn, SCARF Scheme





	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Reception	Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings	Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping Myself Safe What's safe to go onto my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Rights and respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money	Being My Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Growing and Changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Year 1	Me and My Relationships Class rules Always aims Thinking about feelings Our Feelings Feelings & bodies Good Friends Listening	Valuing Difference Same or different? Unkind, tease or bully? School rules Special people Fairness	Keeping Myself Safe Healthy me Super sleep Who can help? Feelings of loss Medicines Good or bad touches? Pants rule Sharing pictures	Rights and responsibilities Regular hygiene Looking after the school Taking care of something Money Looking after money Basic First Aid	Being My Best Eat a rainbow Eat well Catch it! Bin it! Kill it! Learn a new skill Pass on the praise Behaviour affects others	Growing and Changing Inside my body Taking care of a baby Then and now Who can help? Surprises and secrets Keeping privates private
Year 2	Me and My Relationships Our classroom Always Aims Feelings Friendship Bullying/Teasing	Valuing Difference What makes us special Special people Others' feelings Feeling left out Kindness Problem solving	Keeping Myself Safe Feeling safe What should I do? I don't like that Fun or not? Should I tell?	Rights and responsibilities Getting on with others Managing feelings Feeling safe Money/saving Looking after the environment	Being My Best Setting goals Clean & healthy Body functions Body needs Basic First Aid	Growing and Changing Change Growing Bodies Privacy Secrets

Appendix 1: Curriculum overviews- Courthouse

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 How can we be a good friend? (Aut1)	Summer 2
Year 3	Being responsible What have we achieved that we are most proud of and how do we celebrate these achievements? What would we like to achieve by the end of year 3? What are rules and how do I make responsible choices and ask for help? How do my actions affect myself and others? Positive and negative. How do I take responsibility for my choices and actions?	Making difference What makes up my family? How are families different? How do words affect feelings and what are their consequences? Why is it important to give and receive compliments and how this makes someone feel? What is bullying? How can I help someone who is being bullied?	Working together What steps do we need to build confidence to share our success? What is Teamwork? How can you ensure everyone in your team is heard and use their strengths? What obstacles might people overcome to achieve their goals and what dream or ambition is important to you, how can we achieve it? **Mental Health Week**	Healthy lifestyles How does exercise affect my body and why are my heart and lungs so important? How can I set myself a fitness challenge? What are drugs and what is my attitude towards them? What are things, people and places that I need to keep safe from? How do I stay safe at home and what substances can harm me? How can I respect my body and how is it so complex?	Relationships What are the roles and responsibilities of members of my family? What contributes a good friendship? How to be respectful to friends/ others and how to resolve conflict including online? What can I do if I feel unsafe? What influences my life and how do I show appreciation to those around me? What is conflict and how can I resolve it?	Growing up How do animals and humans change over time? How do babies grow inside their mothers and how does this make the feel? How do boys and girls bodies change on the outside? How do boys and girls bodies change on the inside? What are family stereotypes?
	Understand their work and can identify activities/ jobs and information. Understand why rules are created and how they should affect others. Taking responsibility for choice and actions.	Has made a list of feelings and their consequences. Experience of group/ personal writing, compliments and how it makes someone feel. Has ?? Consider a variety of family structures ??	Enjoys and learning process and how this can be improved. Multi-confident to share success and how to overcome feelings of success. Has ?? Use to learn games and set fitness targets ??	Identify things, people and places that they need to keep safe from. Develop a challenge to keep safe and understand why to go to it and for help. How to respect safety or screen settings and how to deal with them.	Understand differences in family roles and responsibilities. Understand how actions and words of people would affect others then choices and decisions. Has ?? Consider a variety of family structures ??	Understand that bodies grow in a woman and learn how normally in a living relationship. An explanation of conception. Understand how babies form different structures and be aware of family structures. Has ?? An awareness of conception or animals ??
Year 4	Actions and rights. How do my actions and attitudes impact on others in school and the community? Who makes up our school community and how do they help us learn? What is a democracy and how does it work? (School Council) What are the five basic rights for children? How do my actions affect myself and others? Positive and negative. Do actions have consequences? What is doing the right thing?	Being unique How does our first impression of someone affect what we think of them? What assumptions and thoughts influence our perception of people? Why should we accept people for who they are? Is it easy to spot bullying and why might someone bully someone else? Why might a witness/bystander join in bullying? What is special about me and makes me unique?	Positive attitudes What dreams do you have for the future and how do they make you feel? How can we make a plan and set new goals even if there have been setbacks? What does it mean to be resilient and to have a positive attitude? How can I work out the steps to take to achieve a goal, and do this successfully as part of a group? **Mental Health Week**	Healthy lifestyles How are friendships formed and how can I manage my emotions in friendships? How do groups form different dynamics? How does smoking affect health and what are the reasons some people smoke? What are the effects of alcohol and why do people drink alcohol? How might people put pressure on me and how do I resist it? How do I know what is right and wrong and how can I be assertive?	Special Relationships What relationships am I part of and how does it feel to be part of different relationships? How to identify someone I love and how they are special to me? How to remember someone we no longer see? How can I explain my point of view to another friend? How do we feel when someone is in our body space?	Growing up Where do my birth characteristics come from? What is the same and what is different with the male and female body? What happens to a girl's body to allow her to have a baby? What is the cycle of change and how can it affect my life? What changes have already happened and how do I feel about these?
	Understand roles in school and other environments and how my actions and attitudes impact on others. Democracy - how people come together to make decisions.	Has first impressions can change before why you need to accept people for who they are. Democracy - how people come together to make decisions.	How to make a plan and set targets even if there have been setbacks. Know what it means to be resilient and to have a positive attitude.	Recognise when people are putting them under pressure and explain how to resist. Do when they want to. Identify and understand how to cope with fear and anxiety linked to peer pressure.	Explain different types of relationships and rights and express their feelings and opinions on it.	Understand where you come from and what characteristics you will have. Know the cycle of change and that the body changes as it grows older. Has ?? Understand how to communicate and deal with emotions in school ??
Year 5	Rights and responsibilities How can education help you achieve your goals in life? How do I set new goals and challenges for the coming year? What are my rights and responsibilities as a British citizen/ member of school? What are my rights as a child and are they being met? How can an individual's behaviour impact a group and what are the consequences? How does democracy and having a voice benefit the school community and how do I participate in this?	Equality and diversity - Race and ethnicity Why do different cultures sometimes cause conflict? What is racism? What is the difference between direct and indirect bullying? How can you support children being bullied and discourage people who are bullying behaviours to make a different choice? How can I be aware of my attitude towards people of different cultures? How is my life similar and different to people in the developing world?	Money and finance Why do we need money? How does finance play an important role in people's lives and what does it mean to be a critical consumer? What is important about looking after money including managing loans and debts? What is tax? How are decisions made about allocating money?	Healthy lifestyles What effects does smoking have on the body's vital organs? What are the risks of abusing alcohol and how does it affect the body's vital organs? What can I do to resist peer pressure? What is my body image and how does the media and celebrity culture promote certain body types? What relationship does food have with peoples lives and what problems does this entail? What are healthy lifestyle choices?	Relationships Who are I and what are my characteristics and personal qualities? How do I make new friends and manage relationships if I fall out? How to recognise pressure from peers online? What does having a boyfriend/girlfriend mean? (reference consent) How have relationships changed over time? What is the equality? (Equality act)	Puberty What happens to a girl's body during puberty? What happens to a boy's body during puberty? What is menstruation... What is sperm and an egg? How is a baby conceived? What is consent and how does it affect me when growing up? Scientific side to reproduction
	Understand rights and responsibilities as a British citizen/ member of the school. Understand how they can make decisions about behaviour. Democracy - having a voice.	Explain the difference between direct and indirect bullying. Understand how to support children being bullied and discourage people who are bullying behaviours to make a different choice.	How to get from PISA assessment.	Describe different ways that food plays in people's lives. Explain how people can develop eating problems (disorders) that may be body image problems. How to resist and use their bodies.	Explain how to stay safe when using technology to communicate to and it work. Recognise online pressure to use technology to show that may seem hard to resist or share.	Explain scientific reasons for genital, sexually transmitted, but not actual sex. Terms for our Puberty. Ovaries, uterus, vagina, breasts, penis, egg, sperm, semen, ejaculation, and menstruation. To be done in separate gender issues ??
Year 6	Rights and responsibilities for me and the world What worries or fears come with setting new goals? How do our actions affect people locally and globally? What are the Universal rights for child and are they being met worldwide? Can I understand my own wants and needs and compare these with children in different communities? How do rules and responsibilities fit together? What is democracy within school and the wider community?	Equality and diversity - disability What does normal mean? How could a disability affect someone's life? Can you give examples of people with disabilities who lead amazing lives? Why do some people use bullying behaviours? Explain ways in which difference can be a cause of celebration or of conflict relevant to "society norms". How can we recognise one person or a group having power over another/ others? How can we show empathy for children in other situations?	Money and the environment What is risk and how does it affect money? What is gambling and what are the risks? Exploring risk in relation to gambling lesson pack (KS2) mbe-assessment.org.uk What is an enterprise?	Healthy lifestyles What makes a healthy diet and why is it important? How do different types of drugs affect the body? How do I know if alcohol is being used responsibly, and socially or being misused? What do I do in a medical emergency? What is emotional health and how do people regulate their mental health? What is stress and how do people manage stress?	Feelings and emotions Who are the important and significant people in my life? How will I feel if someone leaves or I lose someone? What are the different stages of grief? How do I recognise if someone is trying to gain power or control? How do people try to take control online and how can I stop this happening? How to use technology safely and communicate with my family?	Sex education What is my own body image and how can I promote self-esteem? What are the differences between boys and girls during puberty? What questions do I have about puberty and the way my body is going to change? How does a baby develop from conception, through pregnancy and how it is born? What are sexual relationships? (physical, emotional, social factors) What does being physically attracted to someone mean and how does it change the nature of a relationship?
	Understand universal rights for children (not on every children these are not met). Understand how actions affect people locally and globally. Democracy - make to school community and families.	Explain ways in which difference can be a cause of celebration or of conflict. How to show empathy for children in other situations.	How to get from PISA assessment.	Can recognise when alcohol is being used responsibly, and socially or misused.	Can recognise when people are trying to gain power or control. Democracy - make sure that I stay safe when using technology when others are trying to take control.	Terms to use: Pub's, vagina, sex, menstruation, test, dreams, penis, emotions, ejaculation, sperm, identity, self-harm, use breaks, mental health, autism, anxiety, stress, and depression. Not yet - Consideration, pornography. To be done in separate gender issues ??

Appendix 2: Parent form: withdrawal from sex education lessons 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	