St Agnes Academy

Relationships and Sex Education Policy

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Statutory or Best Practice policy:	Statutory
Appendices:	
School or Trust policy:	School

Meeting your communication needs:
We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01872 552648 or email stagnes@kernowlearning.co.uk

Statutory Requirements

As a primary academy 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 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.

Our school's policy for relationships and sex education (RSE) is based on the statutory guidance from the DfE (Sex and Relationships – OFSTED 2002) and has been drawn up in consultation with parents, pupils, staff, governing body and outside agencies.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. The delivery of RSE involves a combination of sharing information, and exploring issues and values.

At St Agnes Academy, we have opted to teach age-appropriate elements of sex education which go beyond the content of the science curriculum. We use the Christopher Winter programme of study to deliver this content.

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 our children the correct vocabulary to describe themselves and their bodies

- Teach our children to stay safe including online

- Ensure our children are ready for the next phase of their lives

- Teach our children about the importance of positive and respectful relationships on mental health

Curriculum and Delivery of RSE

We have developed our curriculum 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.

Our Relationships Education is delivered through the PSHE Association programme of study for PSHE education. PSHE is taught weekly in discrete lessons of approximately 40 minutes. The Relationships Education programme is delivered across the whole school in the Autumn term and focuses on 3 main areas:

1. Families and Friendships

2. Safe Relationships

3. Respecting Ourselves and Others

 The content of our Relationships Education programme is detailed in **Appendix 1.**

The end of primary school outcomes for pupils as set out in the DfE statutory guidance, can be found in **Appendix 2.**

Our Sex Education programme is delivered through a combination of the science curriculum content and the Christopher Winter Project. The content of both are outlined in **Appendix 3.** We deliver the Christopher Winter Project content as a whole school over a dedicated week in the summer term as part of our Health and Wellbeing PSHE unit.

St Agnes Academy our primary sex education focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
(guidelines from Department for Education 2019)

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).

The school promotes the view that stable loving relationships are the best context for sexual relationships and the bringing up of children. We ensure RSE fosters gender LGBT equality by recognising and addressing stereotypes.

Roles and responsibilities

The RSE programme is led by the Headteacher and PSHE Lead. The responsibility lies with the governing body who are reported to by the Head Teacher and PSHE Lead. The PSHE Leads in our school are Jess Eddiford and Emma Lawton.

The Governing Body

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

The Headteacher

The headteacher 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.

PSHE Subject Leads

PSHE Leads are responsible for:

- Ensuring that staff are well-trained and confident to deliver RSE

- Ensuring that new staff have RSE training as part of their induction

- Keeping up to date with statutory guidance and best practice

- Ensuring that RSE is well-resourced

- Consulting with parents, pupils and staff on the content and delivery of the RSE curriculum

- Ensuring that the curriculum for RSE is effectively implemented

The Teaching 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

- Reporting any safeguarding concerns by following the school's safeguarding procedures and policy

- Adapting the content of RSE to ensure the inclusion of children with SEND and those that may be vulnerable

- Seeking advice from the PSHE lead or headteacher if unsure about when and how to modify the content of our RSE curriculum

- Passing on relevant information to the next class teacher with regard to material covered and individual children if necessary

- Provide a question box within their classroom

Parents/Carers

We recognise that parents and carers play a crucial role in Relationships and Sex Education. Parents and carers know their children well and may have differing views on the appropriateness of the content delivered in school. Although the school will

actively encourage all children to take part in its sex education programme, it respects the right to parents and carers to withdraw their child from the teaching of content that is outside of the science curriculum and the statutory requirements for Relationships and Health Education.

Parents are able to view the content of the school's PSHE programme and this policy on the school website. Anyone who requests a paper copy will be given one. Parents are also invited in to view the full teaching materials of the Christopher Winter Project 2 weeks in advance of its delivery so that they are able to make fully informed decisions with regard to withdrawal.

Right to Withdraw

Parents are not able to withdraw their children from Relationships and Health Education or the content taught within the science curriculum.

Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy and addressed to the headteacher.

Once received, the headteacher will invite the parents/carers to a meeting where the school's policy will be explained, seeking to accommodate the wishes and/or concerns of the parents. If that is not possible, the pupil will be withdrawn from Sex Education and placed in another class where suitable work and supervision will be provided.

Safe and Effective practice

Before delivering RSE lessons, teachers establish ground rules with the class to create a safe environment for discussion. These ground rules are revisited at beginning of every subsequent lesson.

During most lessons questions are asked and issues are raised. It is important that teachers do not go into content from the year group above as parents and carers will not have had the opportunity to view the content and materials. Ideally teachers should speak directly with the child's parents/carers if they feel comfortable in doing so. Otherwise teachers should ask a member of SLT to speak with the parents/carers. The parent/carer is then able to decide whether to leave the question unanswered, answer it themselves or request that a staff member answers it on their behalf.

All of our staff are trained in safeguarding and it is their duty of care to report any concern using the school's procedures. Our Safeguarding Lead is Jess Mills (Headteacher) and our Deputy Safeguarding Lead is Emma Lawton (Deputy Head).

At the beginning of each session, teachers make it clear who children can and should talk to if they have any questions or concerns. They will also provide a question box within the class for children who would like to remain anonymous.

Assessing, reporting and recording

Teachers assess children's understanding and progress in RSE through discussion, questioning, observations and written work.

Teachers use a range of techniques to ascertain starting points for teaching and identify an appropriate curriculum for their class.

Baseline and end-of-unit 'quizzes' are used to assess prior knowledge, demonstrate progress and identify any gaps in pupil understanding.

Information relating to children's progress in this area is shared during end-of-year transition meetings between class teachers. There is also opportunity to discuss children's progress or raise any concerns at a parent consultation in the Autumn and Spring Terms.

Monitoring and evaluation

The delivery of RSE is monitored by Jess Eddiford and Emma Lawton (PSHE Leads) through: Planning scrutinies, learning walks, pupil interviews and questionnairres.

This information forms the basis of our yearly action plan for PSHE which outlines the actions to be taken to improve teaching and learning in this area.

Feedback and training for staff is integrated into our yearly CPD calendar.

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

RSE Policy Review Date

This policy will be reviewed in July 2024

It will be reviewed by Jess Mills and Emma Lawton (Headteachers), Jess Eddiford (PSHE Leads) and John Shears (Chair of Governors)

Appendix 1

Year Group	Families and friendships	Safe Relationships	Respecting Ourselves and Others
EYFS	• Enjoys joining in with family customs and routines. **Early Learning Goal** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families,	• Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. **Early Learning Goal** Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise, they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

	communities and traditions.	chosen activities. They say when they do or don't need help	**Early Learning Goal** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Year 1	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns
Year 2	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc.	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others,

	• about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	• how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use	take part in discussions, and give reasons for their views
Year 3	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society
Year 4	• about the features of positive healthy friendships such as	• to differentiate between playful teasing, hurtful behaviour and	• to recognise differences between people such as gender, race, faith

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	mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online	bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone
Year 5	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and

	• that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships	• how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact	discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online
Year 6	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements

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	• that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried		

Appendix 2

By the end of primary school:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	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	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	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	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
Being safe	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

Overview of Christopher Winter RSE objectives and Science curriculum objectives

	Christopher Winter Project (Delivered in the Summer term)			National Curriculum for Science
Year group	**Curriculum Overview**	**Learning Intentions**	**Word Bank**	**Objectives**
Reception	***Our lives*** • Our Day • Keeping ourselves clean • Families	To consider the routines and patterns of a typical day. To understand why hygiene is important. To understand that all families are different.	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.	
Year 1	***Growing and caring for ourselves*** • Keeping clean • Growing and changing • Families and care	To understand some basic hygiene principles. To introduce the concept of growing and changing. To explore different types of families and who to ask for help.	Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Year 2	***Differences*** • Differences: Boys and Girls • Differences: Male and Female • Naming the body parts	To introduce the concept of male and female and gender stereotypes. To identify differences between males and females. To explore some of the differences between males and females and to understand how this is part of the lifecycle. To focus on sexual difference and name body parts.	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina.	Notice that animals, including humans, have offspring which grow into adults
Year 3	***Valuing difference and keeping safe*** • Differences: Male and Female • Personal space • Family differences	To explore the differences between males and females and to name the body parts. Identify different types of touch that people like and do not like Understand personal space	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship.	

		Talk about ways of dealing with unwanted touch To explore different types of families and who to go to for help and support.		
Year 4	**Growing up** • Growing and changing • What is puberty? • Puberty changes and reproduction	To explore the human lifecycle. To identify some basic facts about puberty. To explore how puberty is linked to reproduction.	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.	
Year 5	**Puberty** • Talking about puberty • Male and female changes • Puberty and hygiene	To explore the emotional and physical changes occurring in puberty. To understand male and female puberty changes in more detail. To explore the impact of puberty on the body, the importance of hygiene and ways to get support during puberty.	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.	Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age
Year 6	**Puberty, relationships and Reproduction** • Puberty and reproduction • Understanding relationships • Conception and pregnancy • Communication in relationships	To consider puberty and reproduction. Consider physical and emotional behaviour in relationships. To explore the process of conception and pregnancy. To explore positive and negative ways of communicating in a relationship.	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.	

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Appendix 4

Request for withdrawal from non-statutory sex education

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	