



# Relationships and Sex Education (RSE) Policy

This policy has been adopted by all schools within  
The Golden Thread Alliance.

Date Approved                      September 2021

Review Date                         September 2022

## **1.Introduction**

Relationships Education is compulsory for Primary Schools. Therefore, as a Primary Education Trust, we will be teaching Relationships Education as part of our PSHE curriculum. Within Sex Education children will only be taught information which is covered within the statutory Science Curriculum by the DfE.

Within all Golden Thread Alliance schools Relationships and Sex Education (RSE) is part of the PSHE (Personal, Social and Health Education) framework and will be used to prepare children with knowledge and understanding to enable them to grow and develop into responsible adults who are capable of having stable, loving relationships. The curriculum builds upon foundations from pupils' home lives and reinforces the importance of developing healthy, respectful relationships focussing on family and friendships in all contexts. This curriculum is sensitive to the individual's needs, beliefs and rates of maturity of our children. The curriculum is age appropriate and recognises the diverse society we live in, set in the context of equal opportunity and inclusion.

All schools within The Golden Thread Alliance are committed to working with parents and carers and strive to have a strong, positive and healthy relationship with our community.

Relationships and Sex Education is extremely important for children to be engaged in and to be exposed to. This curriculum enables children to have an open, honest, confident relationship with the topics covered within SRE ensuring they know that they can talk about sensitive issues, that they are prepared for changes and challenging times in their lives and are equipped with the skills and knowledge to face these with confidence, calling on trustworthy citizens when they need help. The curriculum builds upon foundations from pupil's home lives and reinforces the importance of developing healthy, respectful relationships focussing on family and friendships in all contexts. RSE being taught through PSHE encourages our children to become well-rounded, supportive and ambitious members of society.

## **2.Aims**

The aims of relationships and sex education (RSE) at our schools is 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
- Promote our Golden Thread Alliance values of Respect, Responsibility and Equality

### **3. Statutory requirements**

Primary school academies within The Golden Thread Alliance 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](#).

At all of our schools within The Golden Thread Alliance, we teach RSE as set out in this policy.

### **4. Policy development**

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

1. Review – a working group pulled together all significant information including relevant national and local guidance
2. Staff consultation – all school staff across The Golden Thread Alliance were given the opportunity to look at the policy and make recommendations
3. Parent, carers and stakeholder consultation – all parents, carers and any interested parties were invited to attend an online forum about the policy
4. Pupil consultation – we investigated what pupils wanted from their RSE through pupil voice across our schools
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **5. 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.

As a primary school trust, we only provide relationships education and elements of sex education which are identified in the science curriculum.

In addition, some aspects of the RSE programme will be covered through:

- Computing
- PSHE

- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

## **6. Curriculum**

Our curriculum is set out as per the SRE curriculum maps but we may need to adapt it as and when necessary.

We have developed the 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.

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, please see our curriculum maps.

## **7. 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).

Pupils also receive stand-alone sex education sessions delivered by school staff

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
- Human development, including puberty and reproduction

For more information about our RSE curriculum, please see our curriculum maps on the school websites

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, LGBTQA+ parents, families headed by grandparents, adoptive parents, foster parents and 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).

## 8. Roles and responsibilities

### 8.1 The governing board

The Golden Thread Alliance strategic leadership team will approve the RSE policy and hold the headteacher to account for its implementation.

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school. (see section 9).

### 8.3 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-science and 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 headteacher.

All class teachers in Years 1 to 6 hold the responsibility for teaching RSE at our schools.

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Difficult questions will be answered appropriately taking into consideration the age and maturity of the child. These questions will be answered factually by staff. Staff should seek advice from the Senior Leadership Team if needed. Difficult questions should be answered as soon as possible by staff within school to avoid children searching the internet to find their answer.

This is overseen by the Head Teachers and Heads of School detailed below.

<b>Fleetdown Primary Academy</b>	Alice Harrington-Vogt
<b>Oakfield Primary Academy</b>	Rajinder Kaur-Gill
<b>Temple Hill Primary Academy</b>	Leon Dawson
<b>West Hill Primary Academy</b>	Katy Ward

## **8.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Boys and girls will receive Relationships and Sex Education together, with their usual classmates during the majority of sessions

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education as all the components delivered across our schools are statutory and part of the science curriculum.

However, if schools/teachers within the Golden Thread Alliance would like to teach any areas of Sex Education outside of the Science curriculum, a letter will be sent home, so that parents and carers are able to withdraw their child from this lesson if they wish. See Appendix 2

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher or head 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.

There is a range of resources available across The Golden Thread Alliance and is accessible upon request from the class teachers.

The main bank of resources used within The Golden Thread Alliance are:

- FPA Yasmine and Tom Programme of Study
- PSHE Association
- NSPCC
- BBC Bitesize
- Rise Above

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Head teacher, Head of school and/or Deputy Head teacher through:

- Curriculum reviews
- Learning walks
- Planning scrutiny
- Lesson observations

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

This policy will be reviewed by the Golden Thread Alliance strategic leadership team annually.

At every review, the policy will be approved by The Golden Thread Alliance strategic leadership team.

## Appendix 1 a

### Summary Sequence for Teaching RSE

Relationships and Sex Education will be taught age-appropriately and is sensitive to every individual child's needs, beliefs and rates of maturity.

The table below outlines what will be covered in Relationships Education for children from Nursery in our academies. Children will be taught these topics at an appropriate level for the child's year group, maturity and needs.

A more detailed curriculum map can be seen in **Appendix 1 b**

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li></ul>



	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>

	<ul style="list-style-type: none"><li>• 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.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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**Appendix 2: Parent form: Withdrawal from specific 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	