

GREENHEART

LEARNING PARTNERSHIP

Relationships and Sex Education Policy

Edgar Stammers Primary Academy

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Contents

1. Aims	1
2. Statutory Requirements.....	2
3. Policy development.....	2
4. Definition	2
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	3
Governance	3
The Headteacher	4
Staff	4
Pupils	4
8. Parents' right to withdraw	4
9. Training.....	4
10. Monitoring arrangements.....	5
Appendix 1 – Example Curriculum Map	6
Appendix 2 – By the end of primary school pupils should know	8
Appendix 3 – Example Parent Form – withdrawal from sex education within RSE.....	12

1. Aims

The aims of Relationships and Sex Education (RSE) in our academies 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
- Enable all of our pupils to live and work effectively in our diverse society

2. Statutory Requirements

Our academies must provide relationships education to all pupils as per Section 34 of the [Children and Social work act 2017](#).

All of our academies follow the National Curriculum. This includes the requirement to teach Science including the elements of sex education contained within the Science Programme of Study.

In teaching RSE, our academies are required by their funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

All of our academies teach RSE as set out in their individual RSE Policy Statements, reflecting the requirements of this document (the Trust RSE Policy), and the document *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE 2019)*.

All of our academies use the Jigsaw PSHE Programme to support their teaching of RSE, including sex education.

3. Policy development

Greenheart Learning Partnership (GLP) academies must consult with parents, staff, governors and where appropriate, children/students when developing or making changes to their RSE policies. Below is an example of what this consultation could look like:

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

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

Pupil consultation – we investigated what exactly pupils want from their RSE

Ratification – once amendments were made, the policy was shared with Trustees 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

Each academy must develop its curriculum in consultation with parents, carers, pupils and staff, taking into account the age, needs and feelings of pupils. Academies must ensure that if pupils ask questions outside the scope of the academy's RSE policy, teachers will respond in an appropriate manner to ensure that pupils are fully informed and don't seek answers online. Academies must ensure that where teachers are unsure of the answer to a question, or are uncomfortable with its content, they know which member of staff to speak to for advice.

The RSE policy/curriculum of every GLP primary academy must include a sex education programme tailored to the age and the physical and emotional maturity of its pupils. The academy 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.

Detailed information about each academy's RSE Policy should be included in the Appendix referred to above.

6. Delivery of RSE

In GLP primary academies, relationships education should focus 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

All GLP primary academies will teach a bespoke Sex Education programme in addition to what is covered in the Science National Curriculum. The content of this must be detailed in an appendix to the academy's RSE Policy.

In all GLP academies, these areas of learning must be 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

Governance

The Partnership Trust Board has responsibility for the approval of RSE Policies for each academy. However, the policy must be consistent with this document, the Trust RSE Policy. The Partnership will hold the Headteacher of its academy to account for the implementation of the policy.

Designated Partnership officers will monitor the implementation and impact of RSE policy in each academy as part of the Partnership's ongoing challenge, support and quality assurance programme.

The Headteacher

The Headteacher of each GLP academy is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from nonstatutory/non-science components of RSE (see Section 8).

Staff

Staff within GLP academies 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/as directed by the headteacher to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff in GLP academies do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should discuss this with the academy's headteacher. Within its RSE Policy each academy must clearly indicate the names/roles of those people in the academy who are responsible for teaching RSE.

Pupils

GLP academies must ensure that 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 of children in GLP primary academies do not have the right to withdraw their children from Relationships Education, or the Sex Education components of the Science National Curriculum.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE as outlined in the academy's RSE Policy.

Requests for withdrawal should be put in writing using a standard form included as an appendix to the academy's RSE Policy and addressed to the Headteacher. The Headteacher will discuss requests with the child's parent/carer and take appropriate action. Requests will not be discussed with the child.

Alternative work and supervision will be provided for pupils who are withdrawn from nonstatutory elements of sex education.

9. Training

Staff in GLP academies must be appropriately trained on the delivery of RSE as part of their induction, and it must be included as part of each academy's professional development cycle.

Senior leaders will work with all staff to identify and address all training and support needs relating to the delivery of the academy's RSE Policy.

The Headteacher of each academy will invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate/required.

10. Monitoring arrangements

Each academy's RSE Policy must identify a member of staff who is responsible for monitoring the delivery of RSE. The policy should include a brief statement outlining the academy's arrangements for monitoring the delivery of RSE.

Pupils' development in RSE should be monitored by class teachers as part of each academy's internal assessment systems.

The Partnership Trust Board will review the Trust RSE Policy annually.

Appendix 1 – Example Curriculum Map

Relationships and sex education curriculum map

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1	Summer 1	This unit looks at belonging to a family, making friends/being a good friend and physical contact preferences. It looks at people who help us, celebrating special relationships and being a good friend to yourself	As provided in the Jigsaw programme
1	Summer 2	Changing me focuses on life cycles in nature and growing from young to old. It discusses increasing independence and differences in female and male bodies using the correct terminology. Also importantly, it prepares children for transition	As provided in the Jigsaw programme
2	Summer 1	This unit examines different types of family. Looking at physical contact boundaries, friendship and conflict. Secrets Trust and appreciation are explored as is expressing appreciation for special relationships.	As provided in the Jigsaw programme
2	Summer 2	The changing me unit explains how babies grow looking at understanding a baby's needs. Body changes are taught. Family stereotypes are looked at too. Also importantly, it prepares children for transition.	As provided in the Jigsaw programme

3	Summer 1	This unit examines family roles and responsibilities, friendship and negotiation. Keeping safe online and who to go to for help is explained. Being a global citizen and Being aware of how choices affect others and that other children have different lives Expressing appreciation for their family and friends	As provided in the Jigsaw programme
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
3	Summer 2	The changing unit explains how babies grow. Showing an understanding of a baby's needs Body changes are discussed. Family stereotypes are explored, and Children are prepared for transition.	As provided in the Jigsaw programme
4	Summer 1	This unit examines jealousy, love and loss. Memories of loved ones are highlighted. Getting on and falling out are explored as the concept of girlfriends and boyfriends. Showing appreciation to people and animals is a focus	As provided in the Jigsaw programme
4	Summer 2	The changing me unit looks at being unique. Having a baby is discussed as is Puberty. Confidence in change and accepting change are visited. Preparing for transition is covered as is environmental change.	As provided in the Jigsaw programme
5	Summer 1	This unit examines self-recognition and self-worth. It helps to build their self-esteem. Safer online communities and their rights and responsibilities online are studied. Online gaming and gambling, reducing screen time and the dangers of online grooming are focused on. It looks at SMARRT internet safety rules.	As provided in the Jigsaw programme

5	Summer 2	The changing unit looks at their self- and body image. Influence of online and media on body image is looked into. Puberty for girls and boys is taught along with conception (including IVF). Growing, responsibility and coping with change are key. Preparing for transition into a new class	As provided in the Jigsaw programme
6	Summer 1	This unit examines mental health along with identifying mental health worries. Sources of support are found. Love and loss is covered as is managing feelings. Power and control along with assertiveness are covered. Technology, safety and careful responsibility with technology use are highlighted.	As provided in the Jigsaw programme
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
6	Summer 2	The Changing Me unit looks at their self-image and body image. Puberty and conception to birth is taught and their feelings about this are encouraged. Reflections about these changes are made. Physical attraction is highlighted and they are made aware of respect and consent. Boyfriends/girlfriends and the concept of sexting are discussed. Transition for High School is a big focus	As provided in the jigsaw programme

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

TOPIC	PUPILS SHOULD KNOW
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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
TOPIC	PUPILS SHOULD KNOW
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

Appendix 3 – Example Parent Form – withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent / Carer signature			

