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THE BAIRD
PRIMARY
ACADEMY

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1. Aims

The aims of relationships and sex education (RSE) at our academy 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

2. 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](#).

At The Baird Primary Academy we teach RSE as set out in this policy.

3. 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 – the subject leader gathered all relevant information including relevant national and local guidance
2. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend an online meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Local Board.

4. Definition

At the Baird Primary Academy, we teach Relationships and Sex Education in line with the RSE Curriculum (DFE 2020) and therefore teach Sex Education in addition to what is in the Science curriculum.

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 although may be adapted as and when required.

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 do not 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 (including contraception)
- The facts surrounding Female Genital Mutilation (FGM)
- When gender identity does not correspond with biological sex
- Privacy, personal boundaries and consent in different situations

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is primarily taught within the PSHE (Personal, Social, Health and Economic) curriculum. Some biological aspects are also taught within Science lessons. Where there is a cross over between subjects, we will teach the objectives fully in each individual curriculum subject. Where there is an overlap between the objectives covered in each subject, class teachers will be able to determine whether these are covered in a cross-curricular way or taught discretely.

Pupils also receive stand-alone sex education sessions delivered by their class teacher (where possible supported by a trained health professional.)

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me (including different types of families)

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Resolving conflict and dealing with peer pressure
- Asking for help if a friendship makes them feel unhappy or unsafe
- Privacy and personal boundaries

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and Responsibilities

7.1 Governance

The Local Board will receive updates from the Principal regarding the implementation of this policy. The Board of Trustees has delegated the approval of this policy to the Principal.

7.2 The Principal

The Principal 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 (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and professional 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

All staff are responsible for teaching RSE at The Baird Primary Academy. Staff do not have the right to opt out of teaching RSE. We recognise that some staff may be anxious about teaching RSE and therefore staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

7.4 Pupils

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

We recognize that some pupils will find it more challenging to engage with RSE and will manage this sensitively with our pupils to ensure that they are able to discuss any concerns with us. All classrooms will have a Worry Box in them to support pupils to confidentially raise any concerns they may have. Any concerns that arise during RSE lessons, will be dealt with in line with our safeguarding policy.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. The national curriculum for science also includes content related in areas such as main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in both plant and animals, including humans. Parents do not have the right to withdraw their children from the science elements stated above.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

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

9. Training

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

The Principal 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Amber Peacock (PSHE Subject Leader), as well as members of the Senior Leadership Team, through a range of monitoring opportunities such as: learning walks, book scrutiny and pupil voice.

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

This policy will be reviewed by the Local Board annually. At every review, the policy will be approved by the Principal.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Reception	Term 1 and 2	<p>Pupil's learn</p> <ul style="list-style-type: none"> - that kind and unkind behaviour can affect others. - the common features of a family e.g. love, caregiver - to identify the people who love and care for them and what they do to make them feel cared for and loved. - that families can be different - the features of a good friend - that bodies and feelings can be hurt by words and actions and how to respond <p>the importance of telling a trusted adult if something (in school or at home) is making them unhappy, worried or scared)</p>
	Term 3 and 4	<p>Pupil's learn</p> <ul style="list-style-type: none"> - a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. - the importance of basic personal hygiene and understand how to maintain basic personal hygiene. - that there are similarities and differences between everyone and can celebrate this. - what they like, dislike and feel empowered to make real, informed choices. - about the concept of privacy, including the right to keep things private and the right another person has to privacy. <p>About the special people in their lives, what makes them special and how special people care for one another.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Term 1 and 2 - Respecting ourselves and other - Relationships (including safe relationships)	Pupils learn <ul style="list-style-type: none"> - To recognise how they are the same and different to others. - how to listen to other people and to play and work cooperatively - to share their thoughts and opinions on things that matter to them. - how people make friends - what makes a good friendship - that bodies and feelings can get hurt by words and actions, and what they can do if this happens. - different ways to resolve situations with friends. - that families are different but the features of family life are usually the same. - about the roles different people (acquaintances, friends and relatives) play in our lives and how we can respond differently to them - how to respond to adults they do not know
	Term 3 and 4 - Sex and Relationship Education (Including Safe relationships)	Pupils learn <ul style="list-style-type: none"> - how to communicate about feelings, to recognise how others show feelings and know how to respond. - the correct names for the main parts of the body, including external genitalia using scientific terms, and that pants cover our genital area so these parts are private. - the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation. - to respect differences and similarities between people, and can celebrate this. - that some diseases are spread, the right to be protected from diseases and the responsibility to protect others. - To recognise people who look after them, and how to attract their attention if needed.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Term 1 and 2 - Respecting ourselves and other - Relationships (including safe relationships)	Pupils learn - positive attributes about themselves and a friend's personality. - how to treat themselves and others with respect (being proud of achievements, talking things through when issues) - how to listen to other people and to work and play cooperatively - to recognise the ways that they are the same or different to their peers, but should be treated the same as their peers. - that personal behaviour can affect other people - how and when to seek support or help if things go wrong (and they cannot sort themselves) - how people make friends and what makes a good friendship. (including how to include people, and identify lonely people and how to respond) - that hurtful behaviour (online or offline) including teasing, name calling, bullying (all the time, on purpose) excluding others is not acceptable and feelings associated with these behaviours. And the importance of speaking to a trusted adult and seeking support. - how to resolve arguments with friends positively. - and practice techniques for resisting pressure to do something they do not want to do and which may make them unsafe. (Discuss difference between not wanting to do tasks like brushing teeth vs. being forced to physically hurt someone) To know what to do if they feel unsafe or worried for themselves or other; who to ask for help and vocabulary to use when asking; importance of keeping trying until they are heard.
	Term 3 and 4 - Sex and Relationship Education (Including Safe relationships) -	Pupils learn... - To celebrate their strengths and achievements and set simple but challenging goals. - how they grow and will change as they become older. - The scientific names of body parts including external genitalia. - To recognise different types of teasing and bullying, and understand that these are wrong and unacceptable. - ways in which people and families are unique, - what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond. - the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Term 1 and 2 <ul style="list-style-type: none"> - Respecting ourselves and other - Relationships (including safe relationships) 	Pupils learn... <ul style="list-style-type: none"> - the importance of self-respect and how this can affect their thoughts and feelings about themselves. - the importance of self-respect and how everyone including them, should expect to be treated with respect by others (including online) in school and in wider society - strategies to form meaningful friendships - how to seek help or support when things go wrong - that personal behaviour can affect other people and to recognise when their behaviour may be hurtful to others. - what bullying is and the impact of bullying - that there are different types of family structures and that all families can give love, security and stability. - to recognise other characteristics of healthy family life, including commitment, care, time, being there. - that there are different types of relationships e.g. friendships, romantic relationships, teacher –student relationships, family relationships, online relationships. - about privacy and personal boundaries; what is appropriate in friendships and wider relationships(including online) - how to recognise if a relationship is making them feel uncomfortable or unsafe and how to seek help or advice. - how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
	Term 3 and 4 <ul style="list-style-type: none"> - Sex and Relationship Education (Including Safe relationships) 	Pupils learn... <ul style="list-style-type: none"> - to identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem. - how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. - to recognise a wide range of relationships, including the attributes of positive, healthy relationships. - how to challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl. - their right to protect their body from unwanted touch. - the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Term 1 and 2 - Respecting ourselves and other - Relationships (including safe relationships)	Pupils learn... <ul style="list-style-type: none"> - what positive attributes they bring to a friendship/team/class and can identify the positive attributes of another friends/classmate - the importance of self-respect and acknowledge that everyone, including them, should expect to be treated with respect by others (including online) in the school and wider society. - To respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality, background, experiences. - how to respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. - how to share their own thoughts and opinions respectfully and to accept that other peoples thoughts and opinions may not be the same as theirs. - about positive healthy friendships and that the same principles apply to online friendships as to face to face friendships - the importance of friendships; strategies for making friendships and maintaining them; how positive friendships can support their wellbeing - the importance of seeking support if feeling lonely or excluded; or if friendship (online or offline) is making them feel uncomfortable or unsafe - about keeping something confidential or secret, when this should (e.g. birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. - To recognise pressure from others (online or offline) to do something unsafe or that makes the feel uncomfortable and strategies for managing this. - strategies to respond to hurtful behaviour witnessed, offline or online and how to report concerns, seek help and ask for support if necessary.
	Term 3 and 4 - Sex and Relationship Education (Including Safe relationships) -	Pupils learn... <ul style="list-style-type: none"> - why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns - to recognise and respond to a wide range of emotions in themselves and others, and ways to respond. - To reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty - to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond. - To recognise differences and similarities between people arise from a number of factors including family and personal identity. - that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves. - To recognise when they may need help to manage a situation and have developed the skills to ask for help.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Term 1 and 2 <ul style="list-style-type: none"> - Respecting ourselves and other - Relationships (including safe relationships) 	Pupils learn... <ul style="list-style-type: none"> - the importance of self-respect and acknowledge that everyone, including them, should expect to be treated with respect by others (including online) in the school and wider society. - and understand the term discrimination and where you might see forms of discrimination - how to respond to discrimination and challenge it respectfully, whilst recognising not all people will have the same beliefs - how to share their own thoughts and opinions respectfully and to accept that other peoples thoughts and opinions may not be the same as theirs - that healthy friendships make people feel included; recognise when others may feel lonely or excluded and have strategies for how to include them. - that friendships can change overtime and the benefits of having different types of friends. - that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. - To recognise if a friendship (online or offline) is making them feel uncomfortable or unsafe and how to manage this and ask for support if necessary. Lead onto any relationship including family relationships that make them feel unsafe or uncomfortable - how to recognise and manage peer influence and desire for peer approval in friendships both online and offline - about seeking permission (consent) in different situations when dealing with someone or their body. - To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. - where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)
	Term 3 and 4 <ul style="list-style-type: none"> - Sex and Relationship Education (Including Safe relationships) - 	Pupils Learn... <ul style="list-style-type: none"> - when you should keep something secret or confidential (birthday surprise that others will eventually find out) and when you should not agree to is, and when it is right to break a confidence or share a secret. - to anticipate how their emotions may change as they approach and move through puberty. - to anticipate how their body may change as they approach and move through puberty. - To identify healthy relationships and recognise the skills to manage and maintain healthy relationships. - the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying. - strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission. - how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Term 1 and 2 - Respecting ourselves and other - Relationships (including safe relationships)	Pupils learn... <ul style="list-style-type: none"> - the importance of self-respect and acknowledge that everyone, including them, should expect to be treated with respect by others (including online) in the school and wider society. - that personal behaviour can affect other people and to be able to recognise triggers within themselves and resolve or seek help. - the term discrimination, recognise where they might see it and know how to respond respectfully. - how to discuss thoughts, beliefs and opinions that differ to their own being respectful of other people's point of view and beliefs and to constructively challenge those they disagree with. - that there are different types of relation relationships - to recognise and respect that there are different types of families structure - that families of all types can give family members love, security and stability - that people may be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. - that people who love and care for each other can be in committed relationships, living together, but may also live apart. - that marriage or civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. - that forcing anyone to marry against their will is a crime - about seeking and giving permission (consent) in different situations - that pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
	Term 3 and 4 - Sex and Relationship Education (Including Safe relationships) -	Pupils learn... <ul style="list-style-type: none"> - To recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. - To explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. - the nature and consequences of discrimination, including the use of prejudice based language. - some cultural practices are against British law and universal human rights, including female genital mutilation (FGM). - that infections can be shared during sexual intercourse and that a condom can help to prevent this. - To have the confidence and skills to know when, who and how to ask for help independently or with support.

Appendix 2: By the end of primary phase pupils should know

TOPIC	PUPILS SHOULD KNOW
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 academy 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	<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 academy 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
Being safe	<ul style="list-style-type: none"> • 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, academy and/or other sources

Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

Please submit this form to the Principal if you wish to withdraw your child from the sex education elements that are non-statutory within the RSE curriculum.

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 academy to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	