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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

At Desmond Anderson Primary Academy, our root values underpin our curriculum and the teaching of SRE. They are as follows: Aspiration, Respect, Resilience, Working together and Independence

2. Statutory requirements

As a primary academy we must provide relationship 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 Desmond Anderson 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all Desmond Anderson Primary 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 a 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 and ratified

4. Definition

At Desmond Anderson 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 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, see our curriculum map in Appendix 1.

6. Delivery of RSE

For more information about our curriculum, see our curriculum map in Appendix 1. We use Dimensions schemes of work to support our delivery of this subject.

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 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
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Resolving conflict and dealing with peer pressure
- Asking for help if a friend makes them feel unhappy
- 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 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 Desmond Anderson 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.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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 Kate Clayton, SMSCD subject lead as well 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.

The subject lead will carry out planning scrutinies, learning walks and map the progression of the RSE curriculum across the year groups.


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

11. Policy status and review

Written by:	Managey Powys
Owner:	Principal
Status:	Draft/Approved
Approval date:	09/03/2022
Review Date:	Annual review required

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Cornerstone of the PSHE Curriculum	Year Group					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 RSE Relationships and Sex Education	<p>Being Safe</p> <p>Body Privacy and Saying Yes or No (PANTS rule) To know that what is in your pants is private. Recognise that if they feel uncomfortable about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to). Identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes) To be able to recognise safe and unsafe situations. To know some basic rules for keeping themselves safe.</p>	<p>Being Safe</p> <p>Body Privacy and Saying Yes or No (PANTS rule) To understand the private parts of our body- to be able to name the main external parts of the body. Understand that they have the right to say “no” to unwanted touch. Identify when people might want (or need) to keep something private. To be able to recognise the physical signs of feeling unsafe. Say ‘no’ when subject to pressure when something feels wrong.</p> <p>Worries & Asking for Help Recognise and name feelings associated with worry. Know some of the things that can cause different worries and where to get help and the people they can trust to can help them. Identify how to ask for help in different contexts. Explain why it is very important to tell someone if they are worried about something. Develop strategies to be able to manage worries.</p>	<p>Being Safe</p> <p>Body Privacy To know that they have rights over their bodies. Identify people they can go to if they are feeling uncomfortable or hurt. Explain that everyone has a right to have their ‘body space’ respected and that they should respect others’ body space.</p> <p>Early warning signs, saying yes or no, secrets Explain what it means to keep something secret or confidential. To know when to keep a secret and when to tell. Develop strategies to break confidence or not keep secrets that feel uncomfortable. To recognise the physical signs our bodies give us when we feel unsafe or scared. Describe how secrets can make us feel.</p> <p>Physical Contact & Appropriate Touch Explain in simple terms the concept of consent in relation to physical contact. Understand there is a difference between accidental and purposeful hurting. Describe or demonstrate strategies to use if someone’s behaviour (touch or unwanted attention) makes them worried or uncomfortable. Understand that they have the right to say “no” to unwanted touch. Recognise that physical contact that is aggressive or hurtful is not acceptable.</p>	<p>Being Safe</p> <p>Body Privacy Respect their own and others bodies. To have confidence in own self-worth. <i>Be able to identify adults they can trust and ask for help.</i> Respect their own and others bodies. To have confidence in their own self-worth.</p>	<p>Being Safe</p> <p>Early warning signs, saying yes or no, secrets Give reasons for when we should/ shouldn’t agree to keep secrets. To understand ‘gut instinct’. To understand ‘fight or flight’ and the effect this can have on our bodies.</p> <p>Body Safety & FGM To understand that they have some control over the choice they make about looking after their bodies. Recognise risk and make decisions about personal safety.</p>	<p>Being Safe</p> <p>Body Privacy Understand what it means to be assertive. To understand that loving someone doesn’t mean you always have to say yes. Understanding implications of sharing sexual images/videos.</p> <p>Body Safety & FGM Explain the importance of speaking out about FGM. Identify what the letters ‘FGM’ stand for and that it is also known by other words (e.g. ‘cutting’). Recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal). Identify the risks that FGM can have on a person’s present and future health.</p>

<p>Feelings and attitudes</p> <hr/> <p>Feeling happy and sad Be able to name and explain feelings they have, both good and not so good. Identify how their body identifies these feelings. Recognise facial expressions and body language that shows these feelings. Identify ways to feel better when not feeling so great</p>	<p>Feelings and attitudes</p> <hr/> <p>Feelings and impact on self and others Be able to identify facial expressions and body language associated with key feelings. Be able to identify ways of helping self and others to respond proactively to negative feelings.</p> <p>Coping with feelings and change Be able to identify when people go through change. Be able to use words to identify these feelings. Explain how it feels to care for treasured things. Be able to describe how it feels when we lose something special. Describe ways of helping others who may be feeling worried or nervous about change or a loss.</p>	<p>Feelings and attitudes</p> <hr/> <p>CHANGING FEELINGS Be able to ask for help when feelings are new and overwhelming. Develop strategies to identify feelings and how they impact on behaviours. Identify how their feelings have changed up till now and how they will change moving forwards. Develop strategies to identify feelings and how they impact on behaviours.</p>	<p>Feelings and attitudes</p> <hr/> <p>CHALLENGING THE IMPACT OF FEELINGS ON SELF Show care for others as well as themselves. Be willing to care for others. Recognise own and others feelings.</p>	<p>Feelings and attitudes</p> <hr/> <p>CHALLENGING THE IMPACT OF FEELINGS ON SELF Consider why honesty, loyalty and respect are important in relationships. To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others. Show empathy towards others. Understand the importance of taking responsibility for themselves and others.</p>	
<p>Identity</p> <hr/> <p>Changes in growth To know the stages of a human life cycle including birth. To understand that all babies, human and animal, have mothers and fathers. Know how they have grown and changed since they were a baby and know that they will go on growing and changing as they become adults.</p>	<p>Identity</p> <hr/> <p>Boys, girls and Stereotypes To recall the physical differences between boys and girls. To be able to recognise and challenge stereotypes. To understand how gender can be stereotyped. To understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that.</p>	<p>Identity</p> <hr/> <p>GENDER EXPECTATIONS Understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that.</p> <p>MEDIA INFLUENCES: MASCULINITY & FEMININITY Explain or demonstrate ways we can value others who are similar or different from us.</p>	<p>Identity</p> <hr/> <p>MEDIA INFLUENCES: MASCULINITY & FEMININITY Explain that everyone is equal no matter their identity. Identify a wide range of factors that contribute to someone's identity.</p>	<p>Identity</p> <hr/> <p>GENDER EXPECTATIONS To know that stereotypes can be racist, sexist etc... To consider personal attitudes to gender roles and stereotyping.</p> <p>BODY CHANGES AND PUBERTY To understand changes that happen both physically and emotionally as they grow older.</p>	<p>Identity</p> <hr/> <p>BODY CHANGES AND PUBERTY Explain what happens during periods (menstruation) and ejaculation and how to manage both. To identify that the changes in puberty are ongoing and usually happen between the ages of 8-17 years.</p> <p>MEDIA INFLUENCES: MASCULINITY & FEMININITY Recognise how media portrayal of adolescence and modern lifestyle is</p>

	<p>Similarities and differences To appreciate the worth of being different. To be able to identify what they do and don't like doing. Know that there are similarities and difference between people, gender, appearance, abilities, families, cultural background etc. Know that people have things in common but that every individual is unique. Be proud of who they are and accept that everyone is an individual. Respect other's needs, feelings and opinion identify similarities between themselves and others. Describe basic differences and similarities between class members. Recognise that everyone is equal.</p>			<p>BODY CHANGES AND PUBERTY To identify some of the ways that humans change, physically and emotionally. To understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults.</p>	<p>MEDIA INFLUENCES: MASCULINITY & FEMININITY Know the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity. To know that the media stereotypes gender.</p>	<p>overly glamorised/ distorted. Understand how media messages affect attitudes and can cause inequality of opportunity. To know it is ok not to be the same as the people you see online or in the media. To be able to recognise and challenge gender stereotypes.</p>
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	<p>Family & Friendship, Relationships</p> <hr/> <p>Special people Be able to identify special people in their lives and to describe what makes them special. Describe ways people care for each other. To be able to tell when they feel cared for. Suggest some ways they can help special people to care for them.</p> <p>Friends and friendship To begin to feel part of a class group and enjoy it. To appreciate the worth of being different. Consider the value of being a friend and having friends. Respect others' needs, feelings and opinions.</p> <p>Family: Kindness & Relationships, Love To understand why family members have different needs. To understand that there are different ways of expressing love. Know the people who look after them and their different roles and responsibilities. Understand why families are special for caring and sharing. Value the way their family is special. To recognise worth in others and say why someone is special to them.</p>	<p>Family & Friendship, Relationships</p> <hr/> <p>Friends and friendship Think about why bullying is unacceptable. Know what bullying is and what to do if they experience or see it they have no choice. Understand how to be a friend and that friendships change.</p> <p>Family: Kindness & Relationships, Love Know that different types of family can have common features and functions. To consider that all families are different. To understand that if someone leaves they might still love them. To understand that people have to make hard choices sometimes. To know that relationships are a two way thing.</p>	<p>Family & Friendship, Relationships</p> <hr/> <p>CHANGES IN RELATIONSHIPS (WHEN RELATIONSHIPS GO WRONG) Consider positive characteristics of friendship. To develop a range of strategies that can be used when relationships change in a way we don't expect. Understand that different relationships have different functions and responsibilities. To know that people will recover from a relationship breakdown. To learn the importance of respecting the other person's wishes. To understand relationships can fail through no one's fault. To understand importance of talking about your feelings and not being embarrassed to seek help. Be able to tell when they love or care for someone.</p> <p>TYPES OF RELATIONSHIP (LOVE AND COMMITMENT) Know and understand about the many relationships in which they are all involved. Identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc).</p>	<p>Family & Friendship, Relationships</p> <hr/> <p>CHANGES IN RELATIONSHIPS (WHEN RELATIONSHIPS GO WRONG) <i>Recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together).</i> Recognise that two people who love each other can also be in a committed relationship, and not be married. Recognise that no one should feel 'forced' to marry and that this / forced marriage is illegal. Identify the difference between arranged marriage and forced marriage. Identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values).</p> <p>TYPES OF RELATIONSHIP (LOVE AND COMMITMENT) To develop understanding of different types of relationship including marriage.</p>	<p>Family & Friendship, Relationships</p> <hr/> <p>CHANGES IN RELATIONSHIPS (WHEN RELATIONSHIPS GO WRONG) Understand that changes take place in human life-bereavement and making new relationships. Consider how expectations are different in different relationships. Be able to tell when they love or care for someone.</p> <p>TYPES OF RELATIONSHIP (LOVE AND COMMITMENT) Consider their developing responsibilities in relationships. Know and understand about the many relationships in which they are all involved. Identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc).</p>	<p>Family & Friendship, Relationships</p> <hr/> <p>RELATIONSHIPS AND CONCEPTION To be able to identify parts of the reproductive system in males and females and describe their functions. To have considered appropriate terminology for use in different contexts. Identify how the sex parts relate to how a baby is made. To know and understand about the process of reproduction and birth as part of the human life cycle Be able to explain in simple terms what is meant by 'consenting'/'consent'.</p> <p>CHANGES IN RELATIONSHIPS (WHEN RELATIONSHIPS GO WRONG) Be able to recognise their changing emotions towards their families. To understand importance of talking about your feelings and not being embarrassed to seek help if. Be able to see things from other people's viewpoints for example their parents'/ carers. Know about what constitutes a positive, healthy relationship and about the skills to maintain positive relationships. To understand that relationships are two way and that feelings in individuals change.</p>
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		<p>Online relationships & media</p> <hr/> <p>Private and privacy Be able to explain what is meant by 'private', 'privacy' and 'keeping something private'. Identify why and when some things need to be kept private and why (passwords etc). Recognise why we need to respect others privacy. Recognise the feelings of being unsure or hurt about something that has been shared when it was private. Know who to ask for help.</p> <p>Being safe in unfamiliar situations Recognise the need to be safe in unfamiliar places. Describe places they need to be safe and what they would do in each of them to be safe. Describe ways to keep safe when online. Identify and use ways of keeping safe when an adult is not overseeing what they do. Know how to ask for help and whom to ask.</p>	<p>Online relationships & media</p> <hr/> <p>PERSONAL BOUNDARIES AND THE RIGHT TO PRIVACY Identify what things people might want to keep things private. Recognise when people might want to keep things private.</p>	<p>Online relationships & media</p> <hr/> <p>PRESSURE TO SHARE AND DARES <i>Identify when dares are ok and not.</i> <i>Identify language that is used persuasively.</i></p>	<p>Online relationships & media</p> <hr/> <p>PERSONAL BOUNDARIES AND THE RIGHT TO PRIVACY Being unsure or hurt about something that has been shared when it was private. Be able to identify what things people want to share with others. Know who to ask for help. Recognise when people might want to keep things private.</p>	<p>Online relationships & media</p> <hr/> <p>PRESSURE TO SHARE AND DARES Describe feelings associated with a dare or being pressure to share something not wanted. Develop strategies to say no when feeling unsure about doing or sharing something.</p>
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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 my 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 my 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

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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>