



## Relationships, Sex and Health Education Policy



2020-21

## Contents

1. Aims .....	3
2. Statutory requirements .....	3
3. Policy development .....	3
4. Definition .....	4
5. Curriculum .....	5
6. Delivery of RSE .....	5
7. Roles and responsibilities .....	6
8. Parents' right to withdraw .....	7
9. Training .....	7
10. Monitoring arrangements.....	7
11. Safeguarding.....	8
Appendix 1: Curriculum map .....	9
Appendix 2: By the end of primary school pupils should know .....	14

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## 1. Aims

At Two Mile Ash School, the high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To help and support young people through their physical, emotional and moral development.
- Prepare pupils for puberty, giving them an understanding of sexual development and the importance of health and hygiene
- To help them learn to respect themselves and others more, with confidence, from childhood through adolescence into adulthood.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- To encourage our pupils to have high regard for personal, social and moral relationships.
- To promote a sensitive, caring and knowledgeable attitude towards sex education within the context of family life and loving relationships.
- Teach pupils with accurate and relevant knowledge, including the correct vocabulary to describe themselves and their bodies
- Provide pupils with the skills, language and strategies they need in order to live healthy, sage, fulfilling, responsible and balanced lives
- Develop opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

## 2. Statutory requirements

As a primary academy school 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 Two Mile Ash School 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 school 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 governors and ratified

The content was decided in consultation with parents, governors, staff and pupils. However, ultimately, the staff agreed on the content of the final programme and it was reached by consensus. Consideration of the pupils' social, physical and emotional maturity was considered during the development of the programme. The content will:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils;
- Develop skills of assertiveness, communication and effective dialogue in relationships; Encourage the exploration and clarification of values and attitudes;
- Foster self-esteem, positive self-image and confidence.

#### **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.

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:

- Intrapersonal skills that allow development of self-management including; resilience, self-motivation, self-organising, self-reflection and the ability to set and achieve personal goals;
- Interpersonal skills to prove pupils the ability to maintain positive relationships in a wide variety of settings with a focus on; empathy, effective non-verbal and verbal communication, team work, negotiation, self-management strategies and positive affirmation;
- Skills of enquiry; formulating articulate questions, assessing the validity and reliability of sources of data, analysis (including the ability to separate fact from opinion), management of risk and the ability social norms;
- Preparing boys and girls for the changes that adolescence brings including, physical and emotional changes
- How a baby is conceived and born, as well as the stages of pregnancy

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

## 6. 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).

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
- Supportive networks
- Living in the wider world

RSE will be co-ordinated by the Head of RSHE and Head of Science in close co-operation with the Head of Curriculum who has overall responsibility for the RSE curriculum.

Delivery will be:

- As topics through RSHE lessons.
- Delivered by class teachers who have formed positive relationships with the children.
- Active learning methods which involve pupils' full participation will be used.
- Single sex groups will be used as and when deemed appropriate.
- Protocols for the delivery of the RSE curriculum will be established, which are consistent across the school.

- The resources used will be made available for parents to view at an annual parents' meeting. Individual parents can also view resources by contacting the Head of Curriculum directly.
- Teachers have a clear framework of curriculum content. Any difficult or explicit questions raised outside the agreed content will be discussed with parents so that they may address at home or through the use of external agencies.

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

## **6.1 Teaching and outside agencies**

RSE lessons will be taught by class teachers. Outside agencies will be used to support and assist the teachers in the development of the classroom based work. On rare occasions, outside agencies may be involved as part of the developmental programme. They will be required to work within the school's moral framework outlined earlier. Lessons will only have a teaching input from anyone other than the class teacher when there is a clear enhancement that they can bring. In this instance, these sessions will be jointly planned and run jointly between teaching staff and visitors with the class teacher present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including DBS (Disclosure and Barring Service) checks.

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).

## **6.2 Assessment**

Teachers assess the children's work in Relationship and Sex Education both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what pupils should know, understand and be able to do at the end of the key stage.

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (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

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.

Those responsible for teaching RSE in your school are:

- Sinead Fawcett (Head of RSHE)
- Sally Moisii (Head of foundation curriculum)
- Heather Cormack (Head of foundation curriculum)
- Hayley Donohue (Senior deputy head and personal welfare and development)

## 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 are entitled to withdraw their children from part of the RSE programme that is outside the compulsory elements in the RSE curriculum. Parents wishing to exercise this right are invited to contact the Head of Curriculum who will discuss their concerns and the possible impact that withdrawal may have on the pupil.

Parents need to understand that the right of withdrawal does not apply to the compulsory elements of the National Curriculum. Once a pupil has been withdrawn, they cannot participate in RSE until the request of withdrawal has been removed. 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 headteacher 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 Sinead Fawcett and the Heads of Foundation Curriculum through:

- Planning scrutinies,
- Learning visits
- Book scrutinies
- Pupil Voice groups

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

## 11. Safeguarding

At Two Mile Ash School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, TMA procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Designated Safeguarding Leads, Hayley Donohue or Lucy Eldridge, Sophie Haycock, Heather Cormack, Michelle Dixon and Sally Moisii our Deputy Designated Safeguarding Leads. Our Safeguarding Governor is Nicola Williams.

### 11.1 Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

### 11.2 Disclosure or suspicion of possible abuse

Two Mile Ash School has a Safeguarding policy and procedures for dealing with child sexual abuse based on the Local Authority guidelines and recommendations. This policy is published on the school website.

<b>Version:</b> V1 – Tuesday 17 <sup>th</sup> September 2019 V2 Tuesday 15 <sup>th</sup> September 2020	
<b>Approval:</b> This policy was ratified by Two Mile Ash Governing Body.	<b>Next Review on or before:</b> <b>Tuesday 1<sup>st</sup> September 2020</b> This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>➤ To understand school rules about health and safety and why they are important</li> <li>➤ To understand what positively and negatively affects their physical, mental and emotional health</li> <li>➤ To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</li> <li>➤ To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>➤ For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> <li>➤ To deepen pupils’ understanding of good and not so good feelings</li> </ul>
	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>➤ To learn that they belong too various groups and communities such as family and school</li> <li>➤ To describe how it feels to be a member of a group and what they do</li> <li>➤ To describe the different rights and responsibilities they have in the groups they belong to</li> <li>➤ To describe the benefits of living in a diverse society</li> <li>➤ To recognise and challenge stereotypes</li> <li>➤ To understand how to looks after the environment</li> <li>➤ To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>➤ Tp learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	<p>Relationships</p> <ul style="list-style-type: none"> <li>➤ To recognise what constitutes a positive, healthy relationship</li> <li>➤ To understand and accept that all families are different</li> <li>➤ To recognise that relationships we have with different people meet different needs</li> <li>➤ To understand that families can change over time</li> <li>➤ To develop some strategies to cope with change</li> <li>➤ To recognise that others' families, either in school or their families, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>➤ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from other if needed</li> </ul>
Year 4	Autumn	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>➤ To describe a range of different feelings (good and not so good)</li> <li>➤ To describe feelings according to their intensity</li> <li>➤ Identify when feelings according to their intensity</li> </ul>
	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>➤ The learner will be able to: recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so and give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events)</li> <li>➤ describe or demonstrate some of the skills that are needed to help to raise / make money at these events</li> <li>➤ To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk – focus on bullying</li> </ul>
	Summer	<p>Relationships</p> <ul style="list-style-type: none"> <li>➤ To recognise what constitutes a positive, healthy relationship.</li> <li>➤ To develop the skills to maintain positive and healthy relationships</li> <li>➤ To understand how and develop strategies for coping with body changes that affect personal hygiene</li> <li>➤ that simple hygiene routines can prevent the spread of bacteria and viruses</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Autumn	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>➤ To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)</li> <li>➤ Online safety and its importance</li> <li>➤ To learn what is meant by the term ‘habit’ and why habits can be hard to change – links to drugs and alcohol</li> <li>➤ about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</li> </ul>
	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>➤ To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>➤ To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li> <li>➤ identify what the earth’s resources are used for (electricity, heating, food, paper, fuel etc.)</li> <li>➤ identify that there is a limited supply of the earth’s resources</li> <li>➤ recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment</li> <li>➤ describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy)</li> <li>➤ To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk – focus on anti-social behaviour</li> </ul>
	Summer	<p>Relationships</p> <ul style="list-style-type: none"> <li>➤ For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty</li> <li>➤ identify changes in the human life cycle</li> <li>➤ identify puberty as a time in everyone’s life when their bodies grow and change from children to young adults</li> <li>➤ identify that the changes are ongoing and usually happen between the ages of 8-17 years</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Autumn	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>➤ Understand what emotional well-being means</li> <li>➤ Chn will learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>➤ To provide students with an overview of stress, what it means to different people and how different people cope with it.</li> <li>➤ To encourage young people to think about the importance of thoughts in intensifying stress.</li> <li>➤ To explore a range of thinking errors which trigger negative thoughts.</li> <li>➤ To explore the benefits of positive thinking styles.</li> <li>➤ Chn to understand what positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>➤ about the skills needed in an emergency: what to do in an emergency and basic emergency aid</li> </ul>
	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>➤ About rules and laws</li> <li>➤ About democracy and the British parliament</li> <li>➤ That everyone has human rights</li> <li>➤ About what happens when human rights are not respected</li> <li>➤ That human rights take precedence over other national laws, family and community practices</li> <li>➤ That some practises are against human rights</li> <li>➤ Identify and describe the different groups that make up their school/wider community/other parts of the UK/wider global community</li> <li>➤ Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</li> <li>➤ Describe the benefits of living in a diverse society</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	<p>Relationships</p> <ul style="list-style-type: none"> <li>➤ To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>➤ To recognise different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>➤ To recognise and respond appropriately to a wider range of feelings in others</li> <li>➤ To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>➤ To understand the physical and emotional changes the human body experiences during puberty</li> <li>➤ To have a basic understanding of the human life cycle and human reproductive system</li> </ul>

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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	<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> <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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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 with friends, peers and adults</li> </ul>
Online relationships	<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>

TOPIC	PUPILS SHOULD KNOW
Being safe	<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><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>