



The Athelstan Trust

Relationships and Sex Education Policy

Date of Review	Approved by	Date of Approval	Next Review Date	Website
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1. Aims

The aims of relationships and sex education (RSE) in our Trust 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

The Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The Trust believes that RSE is an important dimension of this statutory entitlement, and that it should be complementary to and supportive of the role of parents in educating their children about relationships and sexuality.

The aim of relationships and sex education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such

situations can be managed. Our RSHE policy will provide clear progression from what is taught in the primary curriculum. We will build on the foundation of learning and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, pupils will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

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. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Athelstan Trust we teach RSE as set out in this policy.

3. Policy development

This draft policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – a working group of trustees with support from the central team staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools 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 at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

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

5.1. Curriculum design

Each school within the Trust has set out their Curriculum for Relationships, Sex, Education and their approach to delivering RSE and roles and responsibilities on their school website. Staff responsible for RSE teaching in each school will ensure that the curriculum is appropriate to the needs of pupils and will adapt content according.

As a minimum, all schools within the Trust will meet statutory guidance of topics covered in the following guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance)

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary Relationships, Sex Education will cover the statutory requirements of:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being Safe
- Changing Adolescent Bodies

Including:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Secondary Relationships, Sex Education will cover the statutory requirements of:

- Families
- Respectful relationships, including friendships
- Online and Media
- Intimate sexual relationships including Sexual Health

Each school's curriculum will be designed to meet the needs of their students and their context in terms of which age each of these topics is covered. The RSE Procedures document for the school is shown in Appendix I of this Policy.

All schools in the Trust have curriculum materials available for parents / carers to view. An appointment should be made with the RSE lead.

In our Primary Schools, parents / carers have the choice to withdraw their child from sex education teaching which is beyond the science curriculum. Parents / carers wishing to withdraw their child from this should contact the Headteacher.

In our Secondary Schools, parents /carers may withdraw their child from the sex education elements of our RSE curriculum until the 3rd term before their child turns 16. Parents / carers wishing to withdraw their child from this should contact the Headteacher.

Please note that there is no right for a parent / carer to withdraw their child from Relationships Education or Health Education.

5.2 SEND

The Athelstan Trust expects that schools will make reasonable adjustments for students with SEND needs in the delivery of RSE.

5.3. Inclusivity and Protected Characteristics

The Athelstan Trust expects that resources used will be inclusive and where appropriate protected characteristics represented.

6. Roles and responsibilities

6.1 The board of trustees

The board of trustees will approve the RSE policy and hold the CEO to account for its implementation.

6.2 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

7. Monitoring arrangements

Schools will typically review their Curriculum and RSE Procedures Annually, consulting with parents where appropriate. This Policy will be reviewed and approved by the board of trustees annually.

Appendix I

RSHE PROCEDURE

LEIGHTERTON PRIMARY SCHOOL

Developing the RSHE Procedure

This RSHE procedure has been written by the lead RSHE teacher at Leighterton Primary School, Mrs Alexandra Pocock, in consultation with the Headteacher, staff and governing body. Parents and teachers were also consulted before the policy was agreed and ratified. The children's and families' needs, in the context of local and national issues, were considered and the content of the policy and curriculum have been brought into line with the new DfE requirements for Primary Relationships Education, which became statutory from September 2020. The policy will be available to read on our school's website and a hard copy will be available, on request, at the school office.

Introduction

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Leighterton Primary School is an equal opportunities school and RSHE should be taught in line with our Equal Opportunities Policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic.
- The language and learning needs of all pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom.

Aims

The aims of relationships, Health and sex education (RSHE) at Leighterton Primary School 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.
- For children to understand that mental wellbeing is just as important as physical wellbeing.
- To provide children with practical strategies which support them to take care of both their physical and mental wellbeing.
- To understand how to foster and develop healthy relationships and friendships with others.

Links to other policies and procedures

Leighterton Primary School will consider Relationships, Sex and Health Education (RSHE) when developing other policies, in particular:

- Anti-Bullying Policy
- Attendance Policy
- Equalities Policy
- Behaviour Policy
- Complaints Procedure Policy
- E-safety Policy
- Safeguarding and Child Protection
- Special Educational Needs and Disabilities

All of the above policies and procedures are published on the school website.

What is Relationships, Sex and Health Education?

Relationships and Sex Education

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health. RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships.

In line with the DfE 2019 Guidance, the focus of RSE at Leighterton Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

The key elements of Relationship Education have been divided into five sections:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Please see appendix B for further detail of content

Health Education

As a part of the new statutory curriculum, which came into place in 2020, Leighterton Primary school will now be teaching Health Education alongside Relationships and sex education. Health education overlaps with many of the key elements of the science national curriculum for KS1 and KS2. For example, physical health and fitness, healthy eating, hygiene and the changing adolescent body. As a part of Health Education, the children will also learn about the five ways of Wellbeing, as introduced by GHLL (Gloucestershire Healthy Living and Learning). They will also learn about important elements of keeping themselves safe, for example E safety, sun safety and allergies.

The Key elements of Health Education have been divided into eight sections:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Please see appendix B for further detail of content

Statutory Requirements and progression

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools however puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. **In addition, the National Curriculum for science includes subject content in related areas, such as the**

main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

In Early Years Foundation Stage, children learn about the names of different body parts, the changes that have happened to them since they were born, simple plant and animal lifecycles, toilet behaviour and how friends treat each other.

In Key Stage 1, the learning from EYFS is built upon and the children learn more about animal lifecycles, and that animals have offspring. They continue to learn about families and healthy friendships.

In Lower Key Stage 2 (Years 3 and 4) these topics are developed further and children learn more about sex education.

'Differences' has the theme of 'living things': the difference between male and female, feelings, and life cycles.

'How Did I get Here?' has the theme of 'growing' and looks at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults. It explains that a baby develops inside its mother's womb and that both the male and the female sex parts are needed to make a baby. It also covers the growth of a baby in the womb during pregnancy.

Growing Up has the theme of 'Where Do I Come From?' and continues work on life cycles, growth and change. It also looks at relationships, identity and self-esteem, and reinforces the belief that we are all special.

'Changes' is viewed by Year 4 children only. 'Changes' explores the physical and emotional changes that take place at the onset of puberty, and how we feel about ourselves. It considers some of the changes that are outside our control, and the choices we face in others over which we can have increasing control as we grow up. It reaffirms that puberty is a normal and natural process.

'Girl Talk' is viewed by girls only to allow for opportunities for the girls to openly and comfortably ask questions relating to their own development. 'Girl Talk' reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information from the point of view of girls. Menstruation is discussed and common problems faced by girls are given consideration.

Upper Key Stage 2 (Years 5 and 6): The emphasis continues to be on celebrating differences as well as appreciating similarities.

'Changes' explores the physical and emotional changes that take place at the onset of puberty, and how we feel about ourselves. It considers some of the changes that are outside our control, and the choices we face in others over which we can have increasing control as we grow up. It reaffirms that puberty is a normal and natural process.

'How Babies Are Made' examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the value of the family and relationships within it. It explains how babies are made.

'How Babies Are Born' reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby before and after the birth, and the inheritance of physical characteristics.

'Girl Talk' and 'Boy Talk' are viewed in single sex groups to allow for opportunities for the children to openly and comfortably ask questions relating to their own development.

'Girl Talk' reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information not only from the point of view of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration.

'Boy Talk' reviews the physical and emotional changes that take place for boys at the onset of puberty. It deals with the information not only from the point of view of boys but also in terms of what girls need to know.

Throughout the school, children will be taught about respecting a range of diversity in communities.

Equality and Diversity

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. To achieve this, Leighterton Primary School's approach to RSE will take account of:

- **Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Varying home backgrounds.** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.
- **Sexuality.** Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying. We are working towards creating an environment where each child is seen as an individual.

- **Special educational needs.** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

Whole School Approach

Teaching staff

- Teaching staff are all involved in the school's RSE provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils.
- Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

Non-teaching staff

- Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

Governors

- Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy.

Parents/carers

- Parents/carers have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. The class teacher or RSHE subject leaders would be willing to work with them at any point, **However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. As stated in section 3 above, they may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.**

Outside agencies and speakers

- Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are relevant to the pupils' needs.

Appendix B

Statutory Requirements of Relationships Education by the end of Primary School

Families and people who care for me

Pupils should know:

- 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.

Caring friendships

Pupils should know:

- 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.

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Respectful relationships

Pupils should know:

- 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

Pupils should know

- 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

Pupils should know:

- 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, school and/or other sources.

Appendix C

Statutory requirements of Health Education by the end of Primary school

Mental Wellbeing

Pupils should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health;
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

Pupils should know:

- That for most people the internet is an integral part of life and has many benefits.

- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Health and prevention.

Drugs, Alcohol and Tobacco education is a unit that is taught progressively across all of the key stages.

In early KS1, the children will be introduced to the topic by learning about safety around medicines and how medicines can be used to keep us healthy. They will learn how to recognise safety and warning signs on bottles, which can be harmful to them.

In upper KS2 children will begin to learn about Legal and illegal drugs and the risks of unknown substances.

Health and Prevention

Pupils should know:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.