



# FRAYS

*Academy Trust*

**\*\*DRAFT\*\***

## **Frays Academy Trust Relationships and Sex Education Policy**

**Date Ratified:**

**Review Date:**

## Contents

<b>1</b>	<b>Aims.....</b>	<b>3</b>
<b>2</b>	<b>Statutory requirements.....</b>	<b>3</b>
<b>3</b>	<b>Policy development .....</b>	<b>3</b>
<b>4</b>	<b>Definition .....</b>	<b>3</b>
<b>5</b>	<b>Curriculum.....</b>	<b>4</b>
<b>6</b>	<b>Delivery of Relationships and Sex Education .....</b>	<b>4</b>
<b>7</b>	<b>Roles and responsibilities.....</b>	<b>4</b>
	7.1 The Board of Directors .....	4
	7.2 The Local Governing Body .....	4
	7.3 The Headteacher .....	5
	7.4 Staff .....	5
	7.5 Pupils .....	5
<b>8</b>	<b>Parents’ right to withdraw .....</b>	<b>5</b>
<b>9</b>	<b>Training.....</b>	<b>5</b>
<b>10</b>	<b>Monitoring arrangements .....</b>	<b>5</b>
	<b>Appendix 1: Curriculum map .....</b>	<b>6</b>
	<b>Appendix 2: By the end of primary school pupils should know .....</b>	<b>10</b>
	<b>Appendix 3: Parent form: withdrawal from sex education within RSE.....</b>	<b>12</b>

## 1 Aims

Beechwood Primary School is part of the Frays Academy Trust.

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

- Bring about growth in self-respect, self-worth, confidence and empathy.
- Enable pupils to reflect and recognize the qualities that help them to grow, develop and sustain positive and effective relationships.
- Create a positive culture around issues of sexuality and relationships
- Enable pupils to have an understanding of themselves, their bodies and their emotional development including the correct vocabulary to describe themselves and their bodies
- Provide a safe 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

## 2 Statutory requirements

As a primary academy trust 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 Frays Academy Trust we teach RSE as set out in this policy.

## 3 Policy development

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

1. Review – a member of staff 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 provide feedback 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 Board of Directors and ratified.

## 4 Definition

Relationships and Sex Education 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, staff and governors, 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 Relationships and Sex Education**

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). RSE is taught by the class teacher as part of the curriculum and is inclusive to match all pupil needs. This is more beneficial than a trained professional as they are familiar with the adult and it provides a safer environment for them to discuss personal views, opinions and ask questions for clarity.

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

For more information about our RSE curriculum, see Appendices 1 and 2. This includes which areas are covered by the science curriculum and which through the RSE curriculum. This has an impact on which aspects parents have the right to withdraw their children from (see section 8).

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 The Board of Directors**

The Board of Directors of the Frays Academy Trust will approve the RSE policy.

### **7.2 The Local Governing Body**

The Local Governing Body of the school will hold the Headteacher to account for the implementation of the RSE policy.

### **7.3 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-science components of RSE (see section 8).

### **7.4 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-science 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.

### **7.5 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-science components of RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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 where appropriate.

## **10 Monitoring arrangements**

The delivery of RSE is monitored by Miss S E Hunter (Headteacher) through:

- Planning and book scrutiny
- Learning walks
- Pupil voice

The Local Governing Body of each school will monitor the policy and its impact annually. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the Board of Directors every three years.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Year	Key elements of RSE curriculum	Science curriculum
Reception	<ul style="list-style-type: none"><li>• To explain how and why to keep clean including handwashing</li><li>• To explain why exercise is good for our body and mind</li><li>• To understand the importance of keeping teeth clean</li><li>• PANTS – keeping safe</li><li>• To explore, begin to break and challenge gender stereotypes</li><li>• To explain how to use medicine safely</li><li>• To identify how things can change</li><li>• To begin to prepare for change</li></ul>	<ul style="list-style-type: none"><li>• To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li></ul>
Year One	<ul style="list-style-type: none"><li>• To explain how to use medicine safely</li><li>• To explain how you can keep yourself safe at home</li><li>• To know when and how to call 999</li><li>• To understand the PANTS rule</li><li>• To explain how they have grown and changed</li></ul>	<ul style="list-style-type: none"><li>• To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense e.g. head, neck, arms, elbow, knees, face, ears, eyes, hair etc.</li></ul>

Year	Key elements of RSE curriculum	Science curriculum
<b>Year Two</b>	<ul style="list-style-type: none"> <li>• To explain how to stay safe around harmful substances</li> <li>• To identify the risks associated with smoking</li> <li>• To explain how to keep safe around fire</li> <li>• To explain the risks associated with fire</li> <li>• To explore gender stereotypes</li> <li>• To know when and how to call 999</li> <li>• To understand the PANTS rule</li> <li>• To explain how to keep ourselves safe Link to PANTS rule</li> <li>• To name private parts of their body using correct vocabulary e.g. penis, vagina.</li> <li>• To explain the difference between good and bad secrets</li> <li>• To understand what ‘bad’ secrets are</li> </ul>	<ul style="list-style-type: none"> <li>• To notice that animals, including humans, have offspring which grow into adults</li> <li>• To identify different stages of growth e.g. baby, toddler, child, teenager, adult.</li> <li>• To be introduced to the processes of reproduction and growth in animals. <i>NB: The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></li> </ul>
<b>Year Three</b>	<ul style="list-style-type: none"> <li>• To explain what a drug is</li> <li>• To categorise drugs</li> <li>• To explain the effects of passive smoking</li> <li>• To understand the effects of caffeine</li> <li>• To explain how to keep my body and mind healthy</li> <li>• To explain the risks associated with fire</li> <li>• To explore gender stereotypes</li> <li>• To understand peer pressure and saying no</li> <li>• To discuss personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• None related to RSE curriculum</li> </ul>

Year	Key elements of RSE curriculum	Science curriculum
<b>Year Four</b>	<ul style="list-style-type: none"> <li>• To explain the risks and dangers associated with smoking</li> <li>• To explain the risks associated with alcohol</li> <li>• To understand how stereotypes can label people</li> <li>• To explain how to break gender stereotypes</li> <li>• To begin to understand the basic changes that happen during puberty</li> <li>• To know the correct terminology for genitalia; penis, vulva, testicles, vagina etc.</li> <li>• To begin to understand menstruation</li> <li>• To know the correct terminology for the body parts involved in the menstruation cycle; fallopian tubes, ovaries, uterus etc.</li> </ul>	<ul style="list-style-type: none"> <li>• None related to RSE curriculum</li> </ul>
<b>Year Five</b>	<ul style="list-style-type: none"> <li>• To explore the risks associated with drug use</li> <li>• To challenge misconceptions about drug users</li> <li>• To explain how to keep safe online</li> <li>• To understand the physical and emotional changes that happened during puberty</li> <li>• To understand male and female puberty changes; some are the same for both genders</li> <li>• To know the correct terminology for genitalia; penis, vulva, testicles, vagina etc.</li> <li>• To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>• To learn where to get support during puberty</li> </ul>	<ul style="list-style-type: none"> <li>• To describe the life process of reproduction in some plants and animals including humans</li> <li>• To know that reproduction occurs through an egg and a sperm (gametes) joining together.</li> <li>• To research the gestation periods of other animals and compare them with humans.</li> </ul>



Year	Key elements of RSE curriculum	Science curriculum
Year Six	<ul style="list-style-type: none"> <li>• To explain the risks associated with alcohol</li> <li>• To understand the risks associated with cannabis and volatile substance abuse</li> <li>• To recognise how the media can sometimes reinforce gender stereotypes</li> <li>• To understand healthy on and offline friendships</li> <li>• To identify risks that they may face and understand what risky behaviours are</li> <li>• To understand the physical and emotional changes that happened during puberty</li> <li>• To understand the human reproductive system*</li> <li>• To know how babies are born*</li> </ul> <p><i>*Non-statutory: Parents have the right to withdraw their child from these lessons</i></p>	<ul style="list-style-type: none"> <li>• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>

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

Topic	Pupils should know
<b>Families and people who care about me</b>	<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>
<b>Caring friendships</b>	<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>
<b>Respectful relationships</b>	<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>

Topic	Pupils should know
<b>Online relationships</b>	<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>
<b>Being safe</b>	<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>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

<b>To be completed by parents</b>			
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 school to consider			
Parent signature			
<b>To be completed by the school</b>			
Agreed actions from discussion with parents			