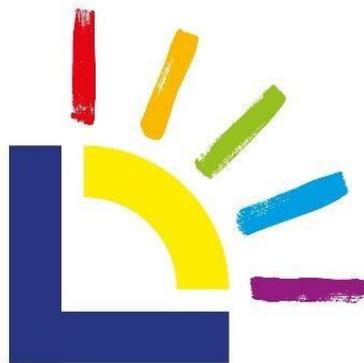


# Relationships and sex education policy

Latchmere Academy Trust



LATCHMERE  
ACADEMY TRUST

**Approved by:** Anna Steels

**Date:** May 2021

**Last reviewed on:**

September 2022

**Next review due by:**

September 2023

## 1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Teach pupils the correct scientific vocabulary to describe themselves and their bodies
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive ethos and culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- › Help children to understand the consequences of their actions and behave responsibly within relationships
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › To be able to recognise unsafe situations, protect themselves and ask for help and support

Latchmere Academy Trust considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in KS1 and KS2.

## 2. Statutory requirements

As a Multi Academy Trust we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education, however, we are expected to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At the schools within the MAT we teach RSE as set out in this policy.

## 3. 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.

## 4. Curriculum

Our RSE 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:

- › Gender difference and naming body parts
- › Preparing boys and girls for the changes that adolescence brings
- › Exploring the impact of puberty on the body and the importance of physical hygiene

- › How a baby is conceived and born
- › Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

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

## 5. Delivery of RSE

As part of RSE, pupils will be taught about the nature and importance of family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### Science Curriculum

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

#### In Key Stage 1 (Years 1 – 2) children learn:

- › To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- › To notice that animals, including humans, have offspring which grow into adults
- › To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- › To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### In Key Stage 2 (Years 3 – 6) children learn:

- › To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- › To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- › To describe the simple functions of the basic parts of the digestive system in humans
- › To identify the different types of teeth in humans and their simple functions
- › To describe the life process of reproduction in some plants and animals
- › To describe the changes as humans develop to old age

- › To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- › To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- › To describe the way nutrients and water are transported within animals, including humans
- › To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Teaching and Learning including delivery of the RSE curriculum**

In Key Stage 2 we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-gender question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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.

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. Roles and responsibilities**

### **6.1 The Trustees**

The governing board will hold the headteacher to account for the implementation of this policy.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the Trust, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

### **6.3 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

Class teachers are responsible for teaching RSE within Latchmere Academy Trust.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of RSE lessons, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

## 6.4 Pupils

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

## 6.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- › Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- › Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- › Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- › Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- › A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

## 7. Parents' right to withdraw

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

However Parents have the right to withdraw their children from the non-statutory (non-science) 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 headteacher.

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

## 8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated safeguarding lead responsible for child protection as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## 9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

## 10. Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## 11. Monitoring arrangements

The delivery of RSE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by SLT annually.

## 12. Further policies

In conjunction with this policy, please also see:

- Latchmere Academy Trust Behaviour Policy
- Latchmere Academy Trust Child Protection Policy and Procedures
- Latchmere School Safeguarding and Child Protection Policy
- Latchmere Academy Trust Anti-Bullying Policy
- Latchmere Academy Trust Online Safety Policy
- Latchmere Academy Trust PSHE Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	STATUTORY GUIDANCE
Reception	Summer 2	<p><b>Family and Friendship:</b></p> <p>-Lesson 1: Caring Friendships Learning Intention To recognise the importance of friendship Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p> <p>-Lesson 2: Being kind Learning Intention To recognise the importance of saying sorry and forgiveness Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p> <p>-Lesson 3: Families Learning Intention To recognise that all families are different Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	<p><b>Relationships Education</b> Caring friendships (2a, 2c, 2d) Families and people who care for me (1a) Respectful relationships (3a)</p> <p><b>Health Education</b> Mental wellbeing (6b, 6c, 6g)</p>
Year 1	Summer 2	<p><b>Growing and caring for ourselves:</b></p> <p>-Lesson 1: Different friends Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us</p> <p>-Lesson 2: Growing and changing Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves</p> <p>-Lesson 3: Families and care Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	<p><b>Relationships Education</b> Respectful relationships (3a,3e) Families and people who care for me (1a,1b,1c,1d,1f ) Caring friendships (2e) Being Safe (5d, 5e)</p> <p><b>Health Education</b> Mental wellbeing (6b, 6c)</p> <p><b>Key Stage 1 Science</b> - Identify, name, draw and label the basic parts of the human body</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	STATUTORY GUIDANCE
Year 2	Summer 2	<p><b>Differences:</b></p> <p>-Lesson 1: Differences  Learning Intention  To introduce the concept of gender stereotypes  To identify differences between males and females  Learning Outcomes  Understand that some people have fixed ideas about what boys and girls can do  Describe the difference between male and female babies</p> <p>-Lesson 2: Male and female animals  Learning Intention  To explore some of the differences between males and females and to understand how this is part of the lifecycle  Learning Outcomes  Describe some differences between male and female animals  Understand that making a new life needs a male and a female</p> <p>-Lesson 3: Naming body parts  Learning Intention  To focus on gender difference and name body parts  Learning Outcomes  Describe the physical differences between males and females  Name the different body parts</p>	<p><b>Relationships Education</b>  Respectful relationships (3a,3g)</p> <p><b>Key Stage 1 Science</b>  - Identify, name, draw and label the basic parts of the human body  - Notice that animals, including humans, have offspring that grow into adults</p>
Year 3	Summer 2	<p><b>Valuing differences and keeping safe:</b></p> <p>-Lesson 1: Body differences  Learning Intention  To identify that people are unique and to respect those differences  To explore the differences between male and female bodies  Learning Outcomes  Know and respect the body differences between ourselves and others  Name male and female body parts using agreed words</p> <p>-Lesson 2: Personal space  Learning Intention  To consider appropriate and inappropriate physical contact and consent  Learning Outcomes  Understand that each person's body belongs to them  Understand personal space and unwanted touch</p> <p>-Lesson 3: Help and support  Learning Intention  To explore different types of families and who to go to for help and support  Learning Outcomes  Understand that all families are different and have different family members  Identify who to go to for help and support</p>	<p><b>Relationships Education</b>  Caring friendships (2e)  Respectful relationships (3a, 3b, 3d, 3f)  Being safe (5a, 5b, 5c, 5d, 5f, 5g, 5h)  Families and people who care for me (1a,1b,1c,1d,1f,)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	STATUTORY GUIDANCE
Year 4	Summer 2	<p><b>Growing up:</b></p> <p>-Lesson 1: Changes Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty</p> <p>-Lesson 2: What is puberty? Learning Intention To explore how puberty is linked to reproduction Learning Outcomes Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to</p> <p>-Lesson 3: Healthy Relationships Learning Intention To explore respect in a range of relationships To discuss the characteristics of healthy relationships Learning Outcomes Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p><b>Relationships Education</b> Caring friendships (2b, 2c, 2d, 2e) Respectful relationships (3a, 3b, 3d, 3e, 3f, 3h) Online relationships (4b, 4d)</p> <p><b>Health Education</b> Changing adolescent body (8a, 8b) Mental wellbeing (6a, 6b, 6c, 6d, 6f) Menstruation (9a)</p> <p><b>Key Stage 2 Science</b> - describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age</p>
Year 5	Summer 2	<p><b>Puberty:</b></p> <p>-Lesson 1: Talking about puberty Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p> <p>-Lesson 2: The reproduction system Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm Production</p> <p>-Lesson 3: Puberty help and support Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	<p><b>Health Education</b> Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f,) Changing adolescent body (8a,8b) Menstruation (9a)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	STATUTORY GUIDANCE
Year 6	Summer 2	<p><b>Puberty, Relationships and Reproduction:</b></p> <p>-Lesson 1: Puberty and Reproduction  Learning Intention  To consider puberty and reproduction  Learning Outcomes  Describe how and why the body changes during puberty in preparation for reproduction  Talk about puberty and reproduction with confidence</p> <p>-Lesson 2: Communication in Relationships  Learning Intention  Exploring the importance of communication and respect in relationships  Learning Outcomes  Explain differences between healthy and unhealthy relationships  Know that communication and permission seeking are important</p> <p>-Lesson 3: Families, Conception and Pregnancy  Learning Intention  To consider different ways people might start a family  Learning Outcomes  Describe the decisions that have to be made before having children  Know some basic facts about conception and pregnancy</p> <p>-Lesson 4: Online Relationships  Learning Intention  To explore positive and negative ways of communicating in a relationship  Learning Outcomes  To have considered when it is appropriate to share personal/private information in a relationship  To know how and where to get support if an online relationship goes wrong</p>	<p><b>Relationships Education</b>  Families and people who care for us (1a,1b,1d,1e, 1f )  Caring friendships (2a, 2b, 2c)  Respectful relationships (3b, 3d, 3h)  Being safe (5a, 5b, 5c, 5d, 5e, 5g, 5h)</p> <p><b>Health Education</b>  Mental wellbeing (6c, 6d, 6f, 6g, 6h, 6i, 6j)  Changing Adolescent body (8a, 8b)</p> <p><b>Key Stage 2 Science</b>  - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>

## 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>
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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

### 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 school to consider			
Parent signature			

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