

# Relationships and sex education policy



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### 1. Aims

The aims of relationships and sex education (RSE) at our 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

We believe every child has the right to an exciting, varied curriculum to meet their individual needs. We work closely with others to ensure the best possible outcomes for each child. We want to equip every pupil with the skills and knowledge they need to lead healthy, productive lives and this is taught through the stand alone RSE lesson. Many of our children have complex needs and challenging circumstances, we look beyond this to find the potential of each child.

### 2. Statutory requirements

As an independent 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](#).

Little Acorns School have due regard to its requirements under the Equality Act and Public Sector Equality Duty when planning and teaching RSE, to create an inclusive classroom. All children receive a differing level of RSE depending on the individual needs of each child.

At Little Acorns School we teach Relationship Sex Education as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils, and parents or legal guardians. 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

### 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. The Curriculum is set out in stages as per the National Curriculum, however adapted to meet the needs of the children at Little Acorns.

We have developed the curriculum in consultation with parents, and legal guardians of pupils and staff, taking into consideration the mental age, needs, feelings and previous experience 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 do not seek answers online.

Primary sex education will focus on:

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

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

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by Alison Neal.

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

We also focus on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds depending on their age and personal history this includes:

- Families and the different structures
- Respectful relationships, including friendships, and family.
- Online and media
- Keeping themselves safe
- Intimate and sexual relationships, including sexual health
- Inappropriate relationships, right to say no

We also ensure children are equipped with knowledge of the following:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- Once the children are ready, ( and this is largely not until KS3 due to the cognitive delays many of our children face) they may be introduced to the concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

For more information about our RSE curriculum, see Appendix 1 .

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 governing board

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

### 7.2 The headteacher

Alison Neal 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 or carers wish them to be withdrawn from the non-statutory components of RSE
- The sensitive and appropriate delivery of the lessons, ensuring political impartiality at all times.

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 Alison Neal.

### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Any disclosures will be handled in line with the safeguarding policy and procedure, the school DSL will be informed and actioned accordingly.

## 8. Parents' right to withdraw

For primary school age parents or carers do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

For secondary age children parents or carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. Alison Neal will discuss the request with parents and take appropriate action.

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 Alison Neal through:

Monitoring activities includes:

Planning scrutinizes

Power point presentations

Worksheets

Discussions in groups

Discussions 1:1 where needed

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

This policy will be reviewed by Alison Neal annually. At every review, the policy will be approved by the governing board and Alison Neal.

## Appendix 1: Curriculum Map

### PSHE Progression

#### Sequence of Teaching

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stage 1	<a href="#">KS1 TEAM</a> (Relationships)	<a href="#">KS1 Think Positive</a> (Health and Wellbeing)	<a href="#">KS1 Diverse Britain</a> (Living in the Wider World)	<a href="#">KS1 Be Yourself</a> (Relationships)	<a href="#">KS1 It's My Body</a> (Health and Wellbeing)	<a href="#">KS1 Aiming High</a> (Living in the Wider World)
Stage 2	<a href="#">KS1 VIPs</a> (Relationships)	<a href="#">KS1 Safety First</a> (Health and Wellbeing)	<a href="#">KS1 One World</a> (Living in the Wider World)	<a href="#">KS1 Digital Wellbeing</a> (Relationships)	<a href="#">KS1 Money Matters</a> (Living in the Wider World)	<a href="#">KS1 Growing Up</a> (Health and Wellbeing)
Stage 3	<a href="#">LKS2 TEAM</a> (Relationships)	<a href="#">LKS2 Think Positive</a> (Health and Wellbeing)	<a href="#">LKS2 Diverse Britain</a> (Living in the Wider World)	<a href="#">LKS2 Be Yourself</a> (Relationships)	<a href="#">LKS2 It's My Body</a> (Health and Wellbeing)	<a href="#">LKS2 Aiming High</a> (Living in the Wider World)
Stage 4	<a href="#">LKS2 VIPs</a> (Relationships)	<a href="#">LKS2 Safety First</a> (Health and Wellbeing)	<a href="#">LKS2 One World</a> (Living in the Wider World)	<a href="#">LKS2 Digital Wellbeing</a> (Relationships)	<a href="#">LKS2 Money Matters</a> (Living in the Wider World)	<a href="#">LKS2 Growing Up</a> (Health and Wellbeing)

Stage 5	<a href="#"><u>UKS2 TEAM</u></a> (Relationships)	<a href="#"><u>UKS2 Think Positive</u></a> (Health and Wellbeing)	<a href="#"><u>UKS2 Diverse Britain</u></a> (Living in the Wider World)	<a href="#"><u>UKS2 Be Yourself</u></a> (Relationships)	<a href="#"><u>UKS2 It's My Body</u></a> (Health and Wellbeing)	<a href="#"><u>UKS2 Aiming High</u></a> (Living in the Wider World)
Stage 6	<a href="#"><u>UKS2 VIPs</u></a> (Relationships)	<a href="#"><u>UKS2 Safety First</u></a> (Health and Wellbeing)	<a href="#"><u>UKS2 One World</u></a> (Living in the Wider World)	<a href="#"><u>UKS2 Digital Wellbeing</u></a> (Relationships)	<a href="#"><u>UKS2 Money Matters</u></a>  (Living in the Wider World)	<a href="#"><u>UKS2 Growing Up</u></a> (Health and Wellbeing)

\*\*\*For children who may say at Little Acorns beyond Stage 6, and who have the emotinal/cognitive maturity required. In consultation with parents/carers Sex Education will e delivered on a 1:1 basis\*\*\*

## Appendix 2: 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	