

# Relationships and sex education policy



<b>Approved by:</b>	Alison Neal	<b>Date:</b> 03.09.2020
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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](#).

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.

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

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).

## 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

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.

Staff teaching the curriculum are Alison Neal, Emma Longshaw.

### 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 3 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

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYF / Year 1	Term 1	<p><b>It is my body, my business</b></p> <p>All children should be able to...</p> <ul style="list-style-type: none"> <li>• explain how much sleep they need</li> <li>• discuss why exercise is good for them</li> <li>• understand they can choose what happens to their bodies</li> <li>• list healthy snacks</li> <li>• know to ask a trusted adult if uncertain about whether something is safe to eat or drink</li> <li>• demonstrate hygienic ways to look after their bodies.</li> </ul> <p>Most children will be able to...</p> <ul style="list-style-type: none"> <li>• describe their daily bedtime routine</li> <li>• explain what happens if you do not exercise regularly</li> <li>• explain that other people have rights for their own body</li> <li>• list some foods that are good to have once a week</li> <li>• identify hazard signs that mean something is dangerous</li> <li>• explain what germs are and why people need to keep clean.</li> </ul> <p>Some children will be able to...</p> <ul style="list-style-type: none"> <li>• explain how exercise helps us feel happy</li> <li>• explain how getting enough sleep helps us to feel good</li> <li>• verbalize the difference between normal and serious problems</li> <li>• explain that some foods are more nutritious than others</li> </ul>	<p><a href="https://www.twinkl.co.uk/resources/twinkl-life/pshce-twinkl-life/year-1-pshce-twinkl-life">https://www.twinkl.co.uk/resources/twinkl-life/pshce-twinkl-life/year-1-pshce-twinkl-life</a></p>

		<ul style="list-style-type: none"> <li>• know what is not safe to eat or drink</li> <li>• explain that there are good and bad germs, and that we need to protect against the bad ones.</li> </ul>	
EYF / Year 1	Term 2	<p><b>Aiming High</b></p> <p>All children should be able to...</p> <ul style="list-style-type: none"> <li>• discuss their star qualities</li> <li>• identify what a positive learning attitude is</li> <li>• talk about jobs they can do when they grow up</li> <li>• discuss what skills and interests are needed for different jobs</li> <li>• talk about hopes they have for the future</li> <li>• discuss what they are looking forward to about next year.</li> </ul> <p>Most children will be able to...</p> <ul style="list-style-type: none"> <li>• identify star qualities in others</li> <li>• give examples of positive learning attitude statements</li> <li>• identify attributes they have that would suit them to a desired job</li> <li>• challenge stereotypes</li> <li>• discuss their ambitions</li> <li>• identify ways next year will be different and explain why they think this.</li> </ul> <p>Some children will be able to...</p> <ul style="list-style-type: none"> <li>• explain why a positive learning attitude is helpful</li> <li>• explain what steps they can take to achieve future ambitions</li> <li>• explain why stereotypes need to be challenged</li> <li>• identify why routines and responsibilities might change as they go through school.</li> </ul>	<a href="https://www.twinkl.co.uk/resources/twinkl-life/pshce-twinkl-life/year-1-pshce-twinkl-life">https://www.twinkl.co.uk/resources/twinkl-life/pshce-twinkl-life/year-1-pshce-twinkl-life</a>
EYF / Year 1	Term 3	<p><b>Money Matters</b></p> <p>All children should be able to...</p> <ul style="list-style-type: none"> <li>• discuss where money comes from</li> <li>• talk about reasons people go to work</li> </ul>	<a href="https://www.twinkl.co.uk/resources/twinkl-life/pshce-twinkl-life/year-1-pshce-twinkl-life">https://www.twinkl.co.uk/resources/twinkl-life/pshce-twinkl-life/year-1-pshce-twinkl-life</a>

		<ul style="list-style-type: none"> <li>• discuss payment resources we can use to spend money</li> <li>• consider why and how people might get into debt</li> <li>• identify things they want and need</li> <li>• explain ways we can keep track of what we spend.</li> </ul> <p>Most children will be able to...</p> <ul style="list-style-type: none"> <li>• discuss some of the consequences of debt</li> <li>• talk about the importance of prioritizing our spending</li> <li>• discuss advertisements that try to influence what we buy</li> <li>• explain why it is important to keep track of what we spend.</li> </ul> <p>Some children will be able to...</p> <ul style="list-style-type: none"> <li>• consider how people can try to avoid debt</li> <li>• talk about how prioritizing can lead to saving money for expenses we might need</li> <li>• discuss why advertisements try to influence what we buy</li> <li>• identify how keeping track of our spending can help us prioritize and save for other spending that we need to do.</li> </ul>	
EYF /Year 1	Term 4	<p><b>Team</b></p> <p>All children should be able to...</p> <ul style="list-style-type: none"> <li>• show the teams they belong to through cutting out appropriate images</li> <li>• follow instructions and create a tower by applying good listening</li> <li>• use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others</li> <li>• work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary</li> <li>• Work as a group to sort thoughts given into helpful and not-so-helpful thought categories</li> <li>• Sort images of behaviours into good and not-so-good choices.</li> </ul> <p>Most children will be able to...</p>	<a href="https://www.twinkl.co.uk/resources/twinkl-life/pshce-twinkl-life/year-1-pshce-twinkl-life">https://www.twinkl.co.uk/resources/twinkl-life/pshce-twinkl-life/year-1-pshce-twinkl-life</a>

		<ul style="list-style-type: none"> <li>• show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team</li> <li>• create a picture by using good listening to follow instructions</li> <li>• create a chain of kindness by thinking of their own idea of a way to be kind</li> <li>• draw or write ways to deal with teasing or bullying behaviour</li> <li>• sort thoughts given into helpful and not-so-helpful categories</li> <li>• draw a picture to show a time they made a good choice and to write what happened next.</li> </ul> <p>Some children will be able to...</p> <ul style="list-style-type: none"> <li>• take part in a discussion of the feelings of being in a team</li> <li>• design their own image to then describe to their partner, who uses good listening skills to draw the design</li> <li>• use scenario cards to discuss ways to show kindness in difficult scenarios</li> <li>• complete an activity sorting different behaviour into either teasing, bullying, or joking</li> <li>• make posters to show helpful thoughts</li> <li>• identify the consequences of making good and not-so good choices</li> </ul>	
EYF /Year 1	Term 5	<p><b>Be Yourself</b></p> <p>All children should be able to....</p> <p>Identify their own special traits and qualities</p> <p>Select times and situations that make them happy</p> <p>Talk about what makes them feel unhappy or cross</p> <p>Explain how to change and loss can make them feel</p> <p>Understand the importance of sharing their thoughts and feelings</p> <p>Most children will be able to....</p> <p>Say what makes them an individual</p>	

		<p>Identify feelings from facial expressions and body language  Talk confidently about what they like that makes them feel happy  Explain how to manage feelings of anger or sadness  Describe strategies to explain how change and loss can be dealt with positively  Understand the importance of sharing their thoughts and feelings respectfully</p> <p>Some children will be able to.....  Discuss the importance of individuality  Identify and name a wide range of feelings  Explain why their likes make them feel happy  Help others manage any uncomfortable feelings they are experiencing.  Reflect on how they can support others going through change or loss  Think about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others</p>	
EYF / Year 1	Term 6	<p><b>Britain</b></p> <p>All children will be able to...</p> <ul style="list-style-type: none"> <li>• identify groups and communities that they belong to</li> <li>• explain how to be a good neighbor</li> <li>• pick out things that harm and things that help a neighborhood</li> <li>• describe what it is like to live in Britain</li> <li>• identify similarities and differences between British people</li> <li>• talk about what makes them feel proud of being British.</li> </ul> <p>Most children will be able to...</p>	

		<ul style="list-style-type: none"><li>• describe how they can help groups and communities they belong to</li><li>• recognize choices can have negative and positive consequences</li><li>• explain some consequences of negative and positive choices</li><li>• talk about why helping their neighborhood is important</li><li>• describe different aspects of living in Britain</li><li>• give reasons why it is important to have differences</li><li>• identify famous British people, places and events</li><li>• explain what famous British people, places and events tell them about being British.</li></ul> <p>Some children will be able to...</p> <ul style="list-style-type: none"><li>• talk about the benefits of helping a community</li><li>• describe how other people are affected by choices they make</li><li>• give more detailed reasons why it is important to help their neighborhood</li><li>• describe how they can make all people feel happy and welcome</li><li>• begin to understand the idea of respect</li><li>• identify that people have different opinions.</li></ul>	
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## 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> </ul>

	<ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
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 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognize this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</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 people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
<p>Online and media</p>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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### 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	