1   GREAT ACADEMIES STATEMENT OF INTENT

The Academy Trust believes that Relationship and Sex Education (RSE) is an integral element of a pupil's education and that it plays an important role in preparing them for adulthood. The Academy's RSE programme aims to develop pupils' self-awareness, self-esteem and confidence to enable them to develop positive relationships and make positive decisions in their lives.

The aim of this policy is to clearly communicate to the Academy community, the manner in which RSE will be delivered.

2   OUR AIMS

RSE should help and support pupils through their physical, emotional and moral development.

Our aims include;

- 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 relationships and sexuality
- Teach pupils the correct vocabulary to describe themselves and their bodies

3   STATUTORY REQUIREMENTS

As a secondary academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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.

4   POLICY DEVELOPMENT

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

1.   Review – Compliance Lead pulled together all relevant information including relevant national and local guidance

2.   Principal and staff consultation – all Principals and key staff were given the opportunity to look at the policy and make recommendations including added all curriculum aspects

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3. Parent/stakeholder consultation – parents and carers were provided with a copy of the RSE policy and invited to submit their responses

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4 DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, sexual health, diversity, sexuality 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 EQUALITY

In support of the Equal Opportunities Policy, all children, regardless of age, ability, gender, race, faith, culture or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that boys' needs are met as well as girls on the subject of puberty. Children with special educational needs and learning difficulties are properly included in sex and relationship education through differentiated work.

Some pupils may define themselves as gay, lesbian, bi-sexual, transgender or may do so in future. Some pupils will live within LGBT families and have friends who are LGBT. We deal sensitively with issues of sexual orientation, answer appropriate questions and offer support. Children and young people, whatever their developing sexuality, need to feel that RSE is relevant to them.

Further support and consideration will be given to the sensitive needs of children, who are known to have suffered from abuse of any kind; in these cases, close consultation will be maintained between professionals and parents and carers.

6 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 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

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7   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) and our No Outsiders curriculum.

In Year Five, children also receive sex education lessons focused on puberty and human reproduction delivered by a trained staff with the support of a health professional where possible.

RSE focuses on giving children the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

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).

8   ROLES AND RESPONSIBILITIES

8.1 The Trust Board and Committees

The Trustees will approve the RSE policy, and hold the principal to account for its implementation.

The governing board will consider the delivery of the curriculum and hold the principal to account for the implementation of the curriculum.

8.2 The principal

The principal 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 9).

8.3 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

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.

8.4 Pupils

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

9 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 sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix3 of this policy and addressed to the headteacher.

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

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

10 TRAINING

Staff are trained on the delivery of RSE as part of 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.

11 MONITORING, EVALUATION AND REVIEW

To be reviewed and amended by a small group comprising of officers/Principal from each Academy. The recommendations of this group will be submitted to the GAET Board for consideration and, where applicable, approval.

The GAET Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academies.

This policy should be read in conjunction with;

- Child Protection Policy
- Equal Opportunities Policy

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Appendix 1 – Curriculum Map

	Health & Wellbeing	Relationships	Living in the Wider World
Year One	H10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention	R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another	L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
Year Two	H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H14. About the ways that pupils can help the people who look after them to more easily protect them H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets	R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R8. To identify and respect the differences and similarities between people R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R11. That people's bodies and feelings can be	L4. That they belong to different groups and communities such as family and school L8. Ways in which they are all unique; understand that there has never been and will never be another 'them' L9. Ways in which we are the same as all other people; what we have in common with everyone else

		hurt (including what makes them feel comfortable and uncomfortable)	
Year Three	H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
Year Four	H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H18. How their body will, and their emotions may, change as they approach and move through puberty	R8. To judge what kind of physical contact is acceptable or unacceptable, and how to respond R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R16. To recognise and challenge stereotypes	L3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices

| Year Five | H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H18. How their body will, and their emotions may, change as they approach and move through puberty

H19. About human reproduction

H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) | R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families

R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R16. To recognise and challenge stereotypes

R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

R21. To understand personal boundaries; to | |

		identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy	
Year Six	H18. How their body will, and their emotions may, change as they approach and move through puberty H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request	R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R5. That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R6. That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership	L5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) L17. To explore and critique how the media present information L18. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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 3 – Parent form: withdrawal from sex education with 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	Include notes from discussions with parents and agreed actions taken.