



RSE POLICY

2024-2025

Pear Tree Mead Academy

Part of the Passmores
Co-operative Learning
Community

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	4
7. Use of external organisations and materials	5
8. Roles and responsibilities	6
9. Parents' right to withdraw	7
10. Training	7
11. Monitoring arrangements.....	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	12
Appendix 2: By the end of secondary school pupils should know	Error! Bookmark not defined.
Appendix 3: Parent form: withdrawal from sex education within RSE	14

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
- To ensure that the children are ready to progress through an ever changing and developing community
 - To teach children in line with our core ethos of Respect, Self Belief, Aspiration, Resilience, Inquisitiveness and Togetherness

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
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- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Pear Tree Mead Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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 materials to be used and make recommendations
3. Parent/stakeholder consultation – parents are provided with the materials that are being taught and the year group and are provided the opportunity to discuss any areas further or give details to tailor the process further.
4. Governor consultation – governors are invited to give feedback on their thoughts and materials that are being used and ways forward with its development.
5. Pupil consultation – we will investigate what exactly pupils want from their RSE
6. Ratification – once amendments are made, the policy is 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 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/carers, governors, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

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

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

PSHE – we have discreet PSHE sessions that are taught every half term. These follow themes that have specific progression over the year.

The scheme has been written to respond to community needs and changes in society and mental health. These can be adapted and changed based on the needs of the children.

We have made sure that PSHE is linked heavily to quality books that can be used with children across the school. These also link to the themes of the school assemblies.

Autumn 1 – Safe at School	Autumn 2 – Safe behaviours	Spring 1 – Safe mind	Spring 2 – Safe relationships	Summer 1 – Safer Me!	Summer 2 – Safe in the community	Curriculum topics
All about me week	Kindness week (previously Anti bullying week) Consent	Mental health awareness week, Online safety day, TPP	RSE week Harmful sexual behaviours and racism,	Road safety week	Community week	

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 within a designated week. This week will always be shared with parents before hand in order for them to prepare and find out more if necessary. The sessions follow a scheme of work and will be taught in all classes during this week, at a level appropriate for the children in each class. These sessions may be changed for different groups of children highlighted by the school staff. Parents may be consulted.

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 and Healthy 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 make sure 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 and 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).

We support this learning through a range of books that are from a ‘No Outsiders’ scheme that encourages children to understand different types of families, cultures and lifestyles. This may not follow their religious or family dynamics and choices, but children will learn to respect others and their individual choices showing understanding and respect.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed and SEND children across the school are considered and different plans may be put into place.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy

- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher and RSE lead

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science components of RSE (see section 9).

RSE is lead by the Assistant Head Teacher and all parent questions will be dealt with through them.

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/carers wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or line manager.

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/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the 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 Assistant headteacher. The assistant Headteacher will then contact the parent/carers to offer guidance and support.

Alternative school work will be given to pupils who are withdrawn from sex education. They are to still attend school on the days this will be taught.

10. 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 when needed.

11. Monitoring arrangements

The delivery of RSE is monitored by the assistant Headteacher through:

- Learning observations
- Planning scrutiny
- Pupil interviews
- Work scrutiny

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

This policy will be reviewed by the PSHE co-ordinator. At every review, the policy will be approved by the governing board. Following each yearly teaching cycle the curriculum will be reviewed and adapted where necessary.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Reception	<ul style="list-style-type: none">To recognise the importance of friendshipKnow that friendships can make us feel happyKnow some ways that we can make new friends feel welcomeTo recognise the importance of saying sorry and forgivenessKnow that arguing with friends and then making up can make friendships strongerThat resorting to violence is never rightTo recognise that all families are differentIdentify different members of the familyUnderstand how members of a family can help each other
Year 1	<ul style="list-style-type: none">To understand that we are all different but can still be friendsKnow that we can be friends with people who are different to usTo discuss how children grow and changeUnderstand that babies need care and supportKnow that older children can do more by themselvesTo explore different types of families and who to ask for helpTo identify who can help when families make us feel unhappy or unsafeKnow there are different types of familiesKnow which people we can ask for help

YEAR GROUP	TOPIC/THEME DETAILS
Year 2	<p>To introduce the concept of gender stereotypes</p> <p>To identify differences between males and females</p> <p>Understand that some people have fixed ideas about what boys and girls can do</p> <p>Describe the difference between male and female babies</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Describe some differences between male and female animals</p> <p>Understand that making a new life needs a male and a female</p> <p>To focus on sex difference and name body parts</p> <p>Describe the physical differences between males and females</p> <p>Name the different body parts</p>
Year 3	<p>To identify that people are unique and to respect those differences</p> <p>To explore the differences between male and female bodies</p> <p>Know and respect the body differences between ourselves and others</p> <p>Name male and female body parts using agreed words</p> <p>To consider appropriate and inappropriate physical contact and consent</p> <p>Understand that each person's body belongs to them</p> <p>Understand personal space and unwanted touch</p> <p>To explore different types of families and who to go to for help and support</p> <p>Understand that all families are different and have different family members</p> <p>Identify who to go to for help and support</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 4	<p>To explore the human lifecycle</p> <p>To identify some basic facts about puberty</p> <p>Understand that puberty is an important stage in the human lifecycle</p> <p>Know some changes that happen during puberty</p> <p>To explore how puberty is linked to reproduction</p> <p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults to be able to reproduce if they choose to</p> <p>To explore respect in a range of relationships</p> <p>To discuss the characteristics of healthy relationships</p> <p>Know that respect is important in all relationships including online</p> <p>Explain how friendships can make people feel unhappy or uncomfortable.</p>
Year 5	<p>To explore the emotional and physical changes occurring in puberty</p> <p>Explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p> <p>To understand male and female puberty changes in more detail</p> <p>Understand how puberty affects the reproductive organs</p> <p>Describe what happens during menstruation and sperm production</p> <p>To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways to get support during puberty</p> <p>Explain how to keep clean during puberty</p> <p>Explain how emotions/relationships change during puberty</p> <p>Know how to get help and support during puberty</p> <p>Explore practical steps that could be taken in a range of contexts to support respectful relationships</p> <p>Explain the importance of respecting others, even when they are very different to us</p> <p>Know that we can all take positive steps to support equality</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 6	<p>To consider puberty and reproduction</p> <p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p> <p>Exploring the importance of communication and respect in relationships</p> <p>Explain differences between healthy and unhealthy relationships</p> <p>Know that communication and permission seeking are important</p> <p>To consider different ways people might start a family</p> <p>Describe the decisions that have to be made before having children</p> <p>Know some basic facts about conception and pregnancy</p> <p>To explore positive and negative ways of communicating in a relationship</p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p> <p>To know we all have the right to be safe</p> <p>To know how someone can be safe and in control of their body</p> <p>To understand what FGM stands for</p> <p>To know where to go for help</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">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Being safe	<ul style="list-style-type: none"> • 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/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		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/carers	