

Pear Tree Mead Academy



Sex and Relationship Education Policy

<i>This policy was written in:</i>	<i>Spring Term 2022</i>
<i>School staff were consulted on this document on:</i>	<i>Spring Term 2022</i>
<i>It was accepted by the F & P/PCC committee on:</i>	<i>Spring Term 2022</i>
<i>It was ratified by the Governing Body on:</i>	<i>Spring Term 2022</i>
<i>The policy is due for review in:</i>	<i>Spring Term 2023</i>

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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
- › To ensure that the children are ready to progress through an ever changing and developing community.

2. Statutory requirements

As a primary academy 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 Pear Tree Mead Academy we teach RSE as set out in this policy.

3. Policy development

This policy was developed in consultation with staff, pupils, governors and parents. 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 certainly not about the promotion of sexual activity or engaging in any 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, governors, 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:

- 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 can be taught within the science curriculum, and other aspects can be 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.

If parents are unsure of the scheme and what is going to be taught then a meeting can be made with the Head Teacher (or a member of the SLT) to discuss further. If parents are unhappy about the Relationships element of the curriculum the school are happy to engage in discussion and ways around this. Parents can not remove children from these sessions as they are statutory in school.

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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science 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 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.

All teaching staff have a responsibility for teaching RSE at Pear Tree Mead Academy, following the policy and the approved scheme of work.

7.4 Pupils

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

8. Parents' right to withdraw

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

Sex education within PTM is to the discretion of the parents. All children will be taught these areas unless they are formally requested to be removed. The process would be for parents to arrange a meeting with the Head Teacher to talk about their thoughts and feeling and hopefully a plan of action can be agreed. If parents wish to still remove their children fully then a form (appendix 3) needs to be completed and arrangements will be made. Children will remain in school and will be in the care of the staff at PTM. This may need to be in another year group or area (if the whole year are completing these sessions together). Other work will be provided for those children. These arrangements will be communicated with parents when completing the form in appendix 3.

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 school 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 the subject leader and possibly SLT 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	LEARNING INTENTION AND OUTCOMES
Reception	<p>To recognise the importance of friendship</p> <p>Know that friendships can make us feel happy</p> <p>Know some ways that we can make new friends feel welcome</p> <p>To recognise the importance of saying sorry and forgiveness</p> <p>Know that arguing with friends and then making up can make friendships stronger</p> <p>That resorting to violence is never right</p> <p>To recognise that all families are different</p> <p>Identify different members of the family</p> <p>Understand how members of a family can help each other</p>
Year 1	<p>To understand that we are all different but can still be friends</p> <p>Know that we can be friends with people who are different to us</p> <p>To discuss how children grow and change</p> <p>Understand that babies need care and support</p> <p>Know that older children can do more by themselves</p> <p>To explore different types of families and who to ask for help</p> <p>To identify who can help when families make us feel unhappy or unsafe</p> <p>Know there are different types of families</p> <p>Know which people we can ask for help</p>
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 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	LEARNING INTENTION AND OUTCOMES
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>
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>

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
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

TOPIC	PUPILS SHOULD KNOW
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 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	

Appendix 4 - Breakdown of RSE taught in each year group

Yr group	Relationships	Sex education	National curriculum Science
Reception	<p>Lesson 1 - To recognise the importance of friendship.</p> <p>Lesson 2 - To recognise the importance of saying sorry and forgiveness.</p> <p>Lesson 3 - To recognise that all families are different.</p>		
Year 1	<p>Lesson 1 - To understand that we are all different but can still be friends.</p> <p>Lesson 2- To discuss how children grow and change.</p> <p>Lesson 3 -To explore different types of families and who to ask for help</p> <p>Lesson 3 - To identify who can help when families make us feel unhappy or unsafe.</p>		<p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Notes and guidance (non-statutory)</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>
Year 2	<p>Lesson 1 - To introduce the concept of gender stereotypes.</p>	<p>Lesson 1 - To identify differences between males and females</p> <p>Lesson 2 - To explore some of the differences between males and females and to understand how this is part of the lifecycle.</p> <p>Lesson 3 - To focus on sexual difference and to name body parts.</p>	<p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Notes and guidance (non-statutory)</p> <p>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things</p>

			animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.
Year 3	<p>Lesson 1 - To identify that people are unique and to respect those differences.</p> <p>Lesson 2 - To consider appropriate and inappropriate physical contact and consent.</p> <p>Lesson 3 - To explore different types of families and who to go to for help and support.</p>	<p>Lesson 1 - To explore the differences between male and female bodies.</p> <p>Lesson 2 - To consider appropriate and inappropriate physical contact and consent.</p>	
Year 4	<p>Lesson 3 - To explore respect in a range of relationships.</p> <p>Lesson 3 - To discuss the characteristics of healthy relationships.</p>	<p>Lesson 1 - To explore the human lifecycle.</p> <p>Lesson 1 - To identify some basic facts about puberty.</p> <p>Lesson 2 - To explore how puberty is linked to reproduction.</p>	
Year 5	<p>Lesson 1 - To explore the emotional and physical changes occurring in puberty.</p> <p>Lesson 3 - To explore ways to get support during puberty.</p>	<p>Lesson 1 - To explore the emotional and physical changes occurring in puberty.</p> <p>Lesson 2 - To understand male and female puberty changes in more detail.</p> <p>Lesson 3 - To explore the impact of puberty on the body and the importance of physical hygiene.</p> <p>Lesson 3 - To explore ways to get support during puberty.</p>	<p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>

<p>Year 6</p>	<p>Lesson 2 - Exploring the importance of communication and respect in relationships.</p> <p>Lesson 3 - To consider different ways people might start a family.</p> <p>Lesson 4 - To explore positive and negative ways of communicating in a relationship.</p>	<p>Lesson 1 - To consider puberty and reproduction.</p> <p>Lesson 3 - To consider different ways people might start a family.</p>	<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans <p>Notes and guidance (non-statutory)</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
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Blue writing - relates to both elements of RSE.

- Primary relationships education - <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>
- Primary health and wellbeing education - <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>