



HEART
EDUCATION TRUST

Relationship and sex education policy

DRAFT

Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	2
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	4
9. Training	4
10. Monitoring arrangements	4
Appendix A: Enquiry questions for pupils	Error! Bookmark not defined.
Appendix B: PSHE and RSE curriculum coverage	Error! Bookmark not defined.
Appendix C: Government requirements for RSE	Error! Bookmark not defined.

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

2. Statutory requirements

As a primary academy 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 The Hearts Trust schools we teach RSE as set out in this policy.

3. 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 – 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 A and B 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born

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).

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me

- Caring friendships

- Respectful relationships

- Online relationships

- Being safe

Sex education is taught as a discrete subject. You will be informed when these lessons are taken place. You have a right to withdraw your child from sex education but not from the RSE curriculum. See appendix D.

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 trustees

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

The trustees will hold the headteacher to account for the implementation of this policy.

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 the discrete sex education lessons (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 discrete sex education lessons.

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.

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.

Parents' have the right to withdraw their children from the discrete sex education lesson.

Requests for withdrawal should be put in writing using the form available on the Trust website or available at the school's offices.

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 senior leaders through:

planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the subject specialist at least every two years.

DRAFT



HEART
EDUCATION TRUST

PSHE/RSE Curriculum Coverage

Appendix A

Appendix A Curriculum Map – PSHE/RSE Knowledge and Understanding – Pupils know and understand ...				
	EYFS	KS1	Lower KS2	Upper KS2
Social Justice and Equity Respectful relationships.	<ul style="list-style-type: none"> what is fair and unfair importance of caring and sharing 	<ul style="list-style-type: none"> what fairness means examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> how fairness may not always mean equal treatment 	<ul style="list-style-type: none"> some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels
Identity and Diversity Families or people who care for me.	<ul style="list-style-type: none"> uniqueness and value of every person similarities and differences between self and others 	<ul style="list-style-type: none"> similarities and differences between peoples in local setting and also in wider contexts what contributes to self-identity and belonging 	<ul style="list-style-type: none"> diversity of cultures and societies within and beyond own experience contributions of different cultures to our lives nature of prejudice, racism and sexism and ways to combat these impacts of stereotyping, prejudice and discrimination and how to challenge these 	<ul style="list-style-type: none"> impacts of stereotyping, prejudice and discrimination and how to challenge this importance of language, beliefs and values in cultural identities
Peace and Conflict Caring friendship.	<ul style="list-style-type: none"> how own actions have consequences some basic ways to avoid, manage and resolve conflict 	<ul style="list-style-type: none"> causes of disagreement and conflict at personal, classroom and household levels some ways of avoiding, managing and resolving conflict 	<ul style="list-style-type: none"> some causes and effects of conflict at all levels from personal to global strategies for managing, resolving and preventing conflict, including 'win-win' solutions 	<ul style="list-style-type: none"> examples of conflicts past and present in own society and others importance of resolving conflict fairly

Curriculum Skills and Progression Map

<p>Human Rights</p> <p>Being safe.</p>	<ul style="list-style-type: none"> • basic needs for human life 	<ul style="list-style-type: none"> • rights in class and school the need to respect the rights of others basic human rights and how some people have these denied 	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child including: <ul style="list-style-type: none"> ○ reasons why some people have their rights denied ○ those responsible for rights being met 	<ul style="list-style-type: none"> • importance of citizens, societies and governments respecting and defending people's human rights current and historical
<p>Power and Governance</p> <p>Online relationships</p>	<ul style="list-style-type: none"> • rules in class and school how rules can help us 	<ul style="list-style-type: none"> • how to take part in making and changing rules in own class / school uneven sharing of power and how some people are excluded from decision-making 	<ul style="list-style-type: none"> • the need for rules in own school and wider society and how people can take part making and changing them basics of how own country is governed 	<ul style="list-style-type: none"> • how a lack of power and representation can result in discrimination and exclusion the power of collective action
<p>Critical and Creative Thinking</p> <p>Respectful relationships</p>	<ul style="list-style-type: none"> • ask questions suggest a way to solve a problem wonder about ideas 	<ul style="list-style-type: none"> • ask relevant questions consider merits of different viewpoints use different approaches to solve problems 	<ul style="list-style-type: none"> • begin to identify bias and opinion give evidence for an argument, assess different viewpoints and present counter-arguments imagine alternative possibilities and suggest new ideas to solve problems 	<ul style="list-style-type: none"> • evaluate media and other sources for bias, stereotypes and range of voices and perspectives analyse own and others' assumptions about people and issues keep mind open to new ideas

Curriculum Skills and Progression Map

<p>Empathy</p> <p>Caring friendships</p>	<ul style="list-style-type: none"> show sensitivity to people's feelings and needs 	<ul style="list-style-type: none"> show awareness of, and concern for, people's feelings show interest in, and concern for, others outside immediate circle and in contexts different to own 	<ul style="list-style-type: none"> adapt behaviour to consider feelings of others empathise with people in local and more distant contexts understand impacts of prejudice and discrimination 	<ul style="list-style-type: none"> discern how people are feeling through their words, body language, gestures and tone recognise how different backgrounds, beliefs and personalities affect behaviour and world views
---	---	---	--	--

Please see appendix A for enquiry questions for PSHE/RSE. Please see appendix B for PSHE/RSE curriculum plan.

PSHE: VOCABULARY MAP		
EYFS	KEY STAGE ONE	KEY STAGE TWO
fair unfair sharing caring similar different consequence help rules kind gentle	empathy fairness difference similar identity belonging agreement disagreement conflict resolution problem solving rights responsibility decision views (i.e. different views to their own)	diversity culture society equality contribution rights and responsibilities racism sexism stereotype discrimination prejudice challenge conflict resolve (in relation to conflict) prevent (in relation to conflict) solution (in relation to conflict) rule/law empathy impact bias/opinion

Appendix B

Appendix B Curriculum Map – PSHE/RSE Skills Pupils can ...				
	EYFS	KS1	Lower KS2	Upper KS2
Self-awareness and reflection Families and people, we care for. Being safe talking relationships.	<ul style="list-style-type: none"> recognise, name and deal with feelings in a positive way notice some effects of own actions on others identify how people are feeling (e.g. happy, sad, worried) how family relationships impact on feelings 	<ul style="list-style-type: none"> recognise effects of own behaviour on others and use this to help make choices identify matters that are important to self and others learn from mistakes and use feedback how family relationships impact on feelings 	<ul style="list-style-type: none"> identify connections between personal decisions and issues affecting people locally and globally explore reasons for negative feelings towards others and in new or difficult situations how family relationships impact on feelings 	<ul style="list-style-type: none"> recognise personal strengths and weaknesses evaluate ways in which own emotions, words and behaviour can affect people both locally and globally marriage
Communication Caring relationships.	<ul style="list-style-type: none"> listen to others take turns to express a view characteristics of caring relationships 	<ul style="list-style-type: none"> participate in discussions about issues that affect self, others and the wider world state opinions and start to give reasons for these listen carefully to others characteristics of caring relationships importance of friendships 	<ul style="list-style-type: none"> listen attentively, question and respond to others characteristics of caring relationships express own views and ideas on issues clearly, using a range of appropriate methods give reasons, evidence and examples in support of an opinion 	<ul style="list-style-type: none"> communicate effectively through a range of media about issues to suit subject, audience and purpose use active listening skills adapt behaviour to new cultural environments characteristics of caring relationships trust and who to trust.
Cooperation and Conflict Resolution Respectful relationships	<ul style="list-style-type: none"> participate in group activities take turns and share manage disputes peacefully respecting others permission seeking bullying 	<ul style="list-style-type: none"> play and work cooperatively help to ensure that everyone in own group is included begin to show tact and diplomacy respecting others manners 	<ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings use knowledge of others' viewpoints to resolve problems and compromise 	<ul style="list-style-type: none"> take on different roles in group work employ effective strategies for repairing damaged relationships stereotyping cyberbullying self-respect

Curriculum Skills and Progression Map

		<ul style="list-style-type: none"> • permission seeking • bullying 	<ul style="list-style-type: none"> • cyberbullying • self-respect 	
<p>Ability to manage complexity and uncertainty</p> <p>Being safe. Online relationships.</p>	<ul style="list-style-type: none"> • ask for help if unsure what to do • responding safely to adults • reporting when don't feel safe 	<ul style="list-style-type: none"> • describe feelings about changes in own life and locally • responding safely to adults • reporting when don't feel safe 	<ul style="list-style-type: none"> • describe feelings about changes and events in own setting and the wider world use strategies to cope with challenging times recognise when there may be no single right or wrong answer • online relationships keeping safe online • responding safely to adults • reporting when don't feel safe 	<ul style="list-style-type: none"> • adapt to new situations and explore new ways of seeing local and global issues explore multiple perspectives and alternative visions of the future • responding safely to adults • reporting when don't feel safe
<p>Informed and reflective action</p> <p>Respectful relationships.</p>	<ul style="list-style-type: none"> • support others in group or class • respecting others • manners 	<ul style="list-style-type: none"> • contribute actively and constructively to the life of own class and school act when something is unfair • respecting others • how to support being respectful • self-respect 'I can' resilience 	<ul style="list-style-type: none"> • participate in decision making in school contribute to the wellbeing of the wider community share opinions and evidence on issues with others including decisionmakers and elected representatives • respecting others • how to support being respectful • self-respect 'I can' resilience 	<ul style="list-style-type: none"> • identify and plan appropriate action(s) and opportunities to make own voice heard challenge viewpoints which perpetuate inequality and injustice reflect on learning from acting • respecting others • how to support being respectful • self-respect 'I can' resilience

Online safety is also covered in computing.

Curriculum Skills and Progression Map

Curriculum Map – PSHE/RSE Attitudes – Pupils have ...

	EYFS	KS1	Lower KS2	Upper KS2
Sense of identity and self esteem Respectful relationships Families and people who care	<ul style="list-style-type: none"> awareness of self and own uniqueness sense of self-worth and worth of others 	<ul style="list-style-type: none"> sense of belonging and valuing of relationships with others sense of belonging and valuing of relationships with others families awareness of, and pride in, own individuality 	<ul style="list-style-type: none"> positivity about the ways in which one is both similar to others and uniquely different value what contributes to own identity 	<ul style="list-style-type: none"> valuing of own and others' individuality openness to new ideas and perspectives which challenge own
Commitment to social justice and equity Caring friendships	<ul style="list-style-type: none"> sense of fair play willingness to take turns and share 	<ul style="list-style-type: none"> willingness to stand up and speak up for others fairness in dealings with others 	<ul style="list-style-type: none"> offence at unfair treatment of others locally and globally sense of justice growing interest in world events and global issues 	<ul style="list-style-type: none"> active concern at injustice, exploitation and denial of human rights willingness to act against injustice and inequity
Respect for people and human rights Respectful relationships	<ul style="list-style-type: none"> starting to think of others 	<ul style="list-style-type: none"> respect for other people's feelings and ideas respect for the rights of others belief that everyone has equal rights 	<ul style="list-style-type: none"> readiness to think through consequences of words, actions and choices on others belief that it is everyone's responsibility to challenge prejudice and discrimination 	<ul style="list-style-type: none"> sense of solidarity with those suffering human rights violations, injustice and discrimination
Value diversity Respectful relationships Families	<ul style="list-style-type: none"> Positive attitude towards difference and diversity willingness to listen to the ideas of others 	<ul style="list-style-type: none"> valuing others as equal and different willingness to listen respectfully to the ideas and views of others even when one disagrees willingness to learn from the experiences of others 	<ul style="list-style-type: none"> valuing difference recognising the benefits of listening to a range of different perspectives and viewpoints 	<ul style="list-style-type: none"> respect for the rights of all to have a point of view willingness to challenge prejudiced and discriminatory views recognition of diverse perspectives on any issue, and that the majority view is not always right

Curriculum Skills and Progression Map

<p>Commitment to participation and inclusion</p> <p>Caring relationships</p>	<ul style="list-style-type: none"> willingness to play fairly and inclusively with others caring friendships 	<ul style="list-style-type: none"> willingness to participate in activities both inside and outside of the classroom belief that that everyone should be included and able to participate caring friendships 	<ul style="list-style-type: none"> active participation in school-based decision-making proactive inclusion of other people, especially those who may face barriers to participating fully <ul style="list-style-type: none"> caring friendships 	<ul style="list-style-type: none"> supporting and encouraging others to participate willingness to reach agreement through compromise
<p>Belief that people can bring about change</p>	<ul style="list-style-type: none"> belief that everyone can do things to improve surroundings and support others 	<ul style="list-style-type: none"> belief that people can make a difference, both on their own and when they work together 	<ul style="list-style-type: none"> belief that individuals and groups can improve situations willingness to cooperate with others to change things for the better 	<ul style="list-style-type: none"> willingness to take an informed stand on global issues belief that people can often make a greater difference when they act collectively

Appendix C

RSE expectations: primary

Here's what pupils should know by the end of primary school

Families and people who care for 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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 recognized 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, honesty, trustworthiness, loyalty, kindness, generosity, 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
-

Curriculum Skills and Progression Map

- › 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 managing these situations and how to seek help or advice from others if needed

Respectful relationships

- › The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show 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're not
- › That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met
- › How information and data is shared and used online

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 its 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/unsafe physical and other contact
- › How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- › How to report concerns or abuse, and the vocabulary and confidence needed to do so
- › Where to get advice (e.g. family, school, other sources)