



Relationship and Sex Education Policy

Policy Author	Nicola Lyon-Lee
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This policy should be read in conjunction with:

E-Safety Policy

Anti-bullying Policy

Behaviour Management Policy

Child Protection and Safeguarding Policy

Belmont Academy Relationships and Sex Education Policy

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1. Aims

The aims of Relationships and Sex education (RSE) at Belmont Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the development of adolescence and the importance of health and personal 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

As part of our commitment to the social and emotional development of our pupils and our commitment to wellbeing, our relationships curriculum is underpinned by our school values and involvement in UNICEF's Rights Respecting School Award.

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. At Belmont Academy we choose to follow the National 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 Belmont Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed alongside all stakeholders. The policy development process involved the following steps:

1. Review – a member of staff and 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 –we shared our intended curriculum with parents and provided an opportunity for them to respond and provide feedback prior to the publication of our policy.
4. Pupil consultation – we investigated what exactly children want from their RSE – we discussed the curriculum with the children and asked them what they felt they should learn and what they already know.

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, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of pupils.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2 we ensure that both boys and girls know how their bodies will change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the computing and physical education (PE) curriculum.

Children in Year 5 receive a single sex, standalone curriculum session which focuses on menstruation and Science sessions to focus on puberty and the changes that adolescence will bring. They also learn about how to maintain personal hygiene during and after puberty.

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 Head of School to account for its implementation.

7.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school.

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
- Staff do not have the right to opt out of teaching RSE. Staff that have concerns about teaching RSE are encouraged to discuss this with the Head of School/Executive Head teacher.

Class teachers and Higher Level Teaching Assistants are responsible for teaching RSE at Belmont Academy.

Class Teachers are responsible for the delivery of lessons to prepare pupils for adolescence including puberty and menstruation.

7.4 Pupils

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

7.5 Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school content and practice regarding Relationship education via Parent Mail and by publishing the policy on the school website.
- Offer parents the opportunity to respond and give feedback about the education of their child.

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for teaching about relationships and preparation for adolescence in the school.

8. Parents' right to withdraw

Government guidance is clear, parents do not have the right to withdraw their children from relationships education as it is deemed a statutory part of a child's learning and development.

Belmont Academy does not provide any sex education that is in addition to that covered in the National Curriculum for Science which stipulates that all primary pupils should learn about the changes experienced in puberty.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The Head of 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 Nicola Lyon-Lee, PHSE co-ordinator through a range of methods including planning scrutiny, learning walks, pupil questionnaires.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

11. Further Information

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

National curriculum for Science:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Appendix 1: Relationships Education curriculum map

Relationship Curriculum (linked to SEAL)

Year Group	Autumn	Spring	Summer
Early Years	<p>Relationships - Family:</p> <p>Ground rules for session</p> <p>Need to pass on information if it raises a concern.</p> <p>Trusted adults in school I can talk to.</p> <ul style="list-style-type: none"> • What is a family? • Who is in my family? • Love and care in a family • Respect of others; courtesy and manners 	<p>Relationships - Friendships:</p> <p>Ground rules for session</p> <p>Need to pass on information if it raises a concern.</p> <p>Trusted adults in school I can talk to.</p> <ul style="list-style-type: none"> • What is a friend? • Who are my friends? • Respect of others; courtesy and manners 	See health curriculum
Year 1	<p>Relationships - Family:</p> <p>Ground rules for session</p> <p>Need to pass on information if it raises a concern.</p> <p>Trusted adults in school I can talk to.</p> <p><u>Families and people who care for me & Respectful relationships</u></p> <p>What is a family?</p> <ul style="list-style-type: none"> • Importance of a family for stability and security and love • Characteristics of a family that families are important for children growing up because they can give love, security and stability. • Respect of others, courtesy and manners. • Families looking different 	<p>Relationships - Friendships:</p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • What is a friend? • What makes a good friend? Characteristics of friendship – how people choose and make friends • Falling out and getting on – how to resolve friendship issues • Different types of bullying, impact of bullying, responsibilities of bystanders and how to get help. • Boundaries – appropriate in friendships including each person's body belonging to them and privacy (PANTS) 	See health curriculum Transition

	<ul style="list-style-type: none"> • Caring relationships and heart of a happy family for children as they grow up. 		
Year 2	<p>Relationships - Family:</p> <p>Ground rules for session</p> <p>Need to pass on information if it raises a concern.</p> <p>Trusted adults in school I can talk to.</p> <p><u>Families and people who care for me</u></p> <p>What is a family?</p> <ul style="list-style-type: none"> • Importance of a family for stability and security and love • Characteristics of a family That families are important for children growing up because they can give love, security and stability. • Families looking different • Respect of others, courtesy and manners. • Caring relationships and heart of a happy family for children as they grow up. • Families can change – step families, parent divorce/split, new 	<p>Relationships - Friendships:</p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • What is a friend? • Characteristics of friendship including truthfulness, trust, mutual respect and supporting with problems. Friendships making us feel happy and secure. • Friendship – how people choose and make friends • Falling out and getting on – how to resolve friendship issues develop further to include resilience and accepting friendship changes. • Different types of bullying, impact of bullying, responsibilities of bystanders and how to get help. • Boundaries – appropriate in friendships including each person's body belonging to them and privacy (PANTS) 	<p>See health curriculum</p> <p>Transition</p>

	<p>siblings, death of family member.</p> <ul style="list-style-type: none"> • Being to introduce the idea that sometimes they can feel unhappy in a family and who they can talk to. 		
Year 3	<p>Relationships - Family:</p> <p>Ground rules for session</p> <p>Need to pass on information if it raises a concern.</p> <p>Trusted adults in school I can talk to.</p> <p><u>Families and people who care for me</u></p> <p>What is a family?</p> <ul style="list-style-type: none"> • Why families are important – touch on security, love and stability. • Different types of families in school and the wider world and respecting differences. • Families are characterised by love and care and are important for a child's stability. • Introduce the idea of long term commitment including marriage. • Respect of others, courtesy and manners. • Families can change – step families, parent divorce/split, new siblings, death of family member. • Build on the idea that sometimes they can feel unhappy in a family 	<p>Relationships - Friendships:</p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • What is a friend? • Characteristics of friendship including truthfulness, trust, mutual respect, loyalty, sharing interests and experiences, supporting with problems – seeking advice and help. • Friendships making us feel happy and secure. • Friendship – maintaining positive friendships and understanding that friendships can change. • Falling out and getting on – how to resolve friendship issues develop further to include resilience and accepting friendship changes. • Different types of bullying, impact of bullying, responsibilities of bystanders and how to get help. • Privacy and boundaries – how to recognise and report feelings of being unsafe or feeling bad – who to talk to. Personal boundaries including appropriate and inappropriate physical contact. 	<p>See health curriculum</p> <p>Transition</p>

	and who they can talk to.		
Year 4	<p>Relationships - Family:</p> <p>Ground rules for session</p> <p>Need to pass on information if it raises a concern.</p> <p>Trusted adults in school I can talk to.</p> <p><u>Families and people who care for me</u></p> <p>What is a family?</p> <ul style="list-style-type: none"> • Different types of families in school and the wider world and respecting different family make ups. Understanding that families can change. • What does my family look like? What do we do together? Different rules and characteristics? Of families – how they differ/vary. • Families are characterised by love and care and are important for a child's stability and security. • Respect of others, self-respect and how this links to their own happiness; courtesy and manners. • Continue to build on the idea of long term commitment which can include marriage as well as legal civil partnerships • That sometimes they can feel unhappy or unsafe in a family and who they can talk to. 	<p>Relationships - Friendships:</p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • What is a friend? • Characteristics of friendship including truthfulness, trust, mutual respect, loyalty, sharing interests and experiences, supporting with problems – seeking advice and help. • Friendships making us feel happy and secure. • Friendship – maintaining positive friendships and understanding that friendships can change. • Falling out and getting on – recognising when a friendship is making them feel unhappy and uncomfortable, managing conflict; how to manage these situations, negotiating and resolving • Bullying with a specific focus on cyber bullying and online safety, impact of bullying/cyberbullying, responsibilities of bystanders and how to get help. • Negative impact bullying/cyberbullying has on mental wellbeing. • Privacy and boundaries – how to recognise and report feelings of being unsafe or feeling bad – who to talk to. Personal boundaries including appropriate and inappropriate physical contact • How to respond safely and appropriately to adults they may encounter whom they do not know. 	<p>See health curriculum</p> <p>Transition</p>

<p>Year 5</p> <p>SRE – covered in science</p>	<p>Relationships - Family:</p> <p>Ground rules for session</p> <p>Need to pass on information if it raises a concern.</p> <p>Trusted adults in school I can talk to.</p> <p><u>Families and people who care for me</u></p> <p>What is a family? Who is in my family?</p> <ul style="list-style-type: none"> • Different types of families in school and the wider world and respecting different family make ups. • Practical steps to improve and support respectful relationships – helping at home; jobs that I do; supporting each other. • Families are characterised by love and care and are important for a child's stability and security. • Respect of others, self-respect and how this links to their own happiness; courtesy and manners. • That sometimes they can feel unhappy or unsafe in a family and who they can talk to. • Importance of permission seeking and giving in relationships. • What a stereotype is and how they can be unfair, destructive and negative. 	<p>Relationships - Friendships:</p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • Characteristics of friendship including truthfulness, trust, mutual respect, loyalty, sharing interests and experiences, supporting with problems – seeking advice and help. • Friendships making us feel happy and secure. • Falling out and getting on – understanding that friendships can change; recognising when a friendship is making them feel unhappy and uncomfortable, • Managing conflict; how to manage these situations, negotiate and resolve friendship issues through compromise and understanding that violence is never right (self-control and strategies to manage emotions). • Bullying with a specific focus on cyber bullying and online safety, impact of bullying/cyberbullying, responsibilities of bystanders and how to get help. • Negative impact bullying/cyberbullying has on mental wellbeing and the lasting impact it can have. • Privacy– how to recognise and report feelings of being unsafe or feeling bad – who to talk to. How to keep safe when I'm not with an adult including travelling independently, stranger danger, crossing the road. • Personal boundaries including appropriate and inappropriate physical contact and the implications 	<p>See health curriculum</p> <p>Transition</p> <p>Plus:</p> <p>Travelling safely by myself (include use of mobile phone).</p> <p>What to do when I'm not safe</p>

		<p>of privacy for both children and adults</p> <ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter whom they do not know (including outside of school). • 	
Year 6	<p>Relationships - Family:</p> <p>Ground rules for session</p> <p>Need to pass on information if it raises a concern.</p> <p>Trusted adults in school I can talk to.</p> <p><u>Families and people who care for me</u></p> <p>What is a family? Who is in my family?</p> <ul style="list-style-type: none"> • Different types of families in school and the wider world and respecting different family make ups. • Practical steps to improve and support respectful relationships – helping at home; jobs that I do; supporting each other. • Families are characterised by love and care and are important for a child's stability and security. • Respect of others, self-respect and how this links to their own happiness; courtesy and manners. • That sometimes they can feel unhappy or unsafe in a family and who they can talk to. 	<p>Relationships - Friendships:</p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • Characteristics of friendship – understanding that friendships can change; how to choose and make new friends when moving on to a new school; maintaining existing friendships and ensuring that our friendships make us feel happy and secure. • Falling out and getting on –recognising when a friendship is making them feel unhappy and uncomfortable, peer pressure and the right to say no. • Managing conflict; how to manage these situations, negotiate and resolve friendship issues through compromise and understanding that violence is never right (self-control and strategies to manage emotions). • Being responsible for your own actions. • Bullying with a specific focus on cyber bullying and online safety, impact of bullying/cyberbullying, responsibilities of bystanders and how to get help. • Negative impact bullying/cyberbullying has on mental wellbeing and the lasting impact it can have. • Privacy– how to recognise and report feelings 	<p>See health curriculum</p> <p>Transition</p> <p>Plus:</p> <p>Gang culture</p> <p>Knife crime</p> <p>Travelling safely by myself (include use of mobile phone).</p> <p>What to do when I'm not safe</p>

	<ul style="list-style-type: none"> • Importance of permission seeking and giving in relationships. • What a stereotype is and how they can be unfair, destructive and negative. 	<p>of being unsafe or feeling bad – who to talk to. How to keep safe when I'm not with an adult including travelling independently, stranger danger, crossing the road.</p> <ul style="list-style-type: none"> • Personal boundaries including appropriate and inappropriate physical contact and the implications of privacy for both children and adults. How to report concerns or abuse and the vocabulary and confidence to do so. • How to respond safely and appropriately to adults they may encounter whom they do not know (including outside of school). 	
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Online relationships – to be covered in ICT and through E-safety

Appendix 2: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

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

	<ul style="list-style-type: none"> • 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

<p>Online relationships</p>	<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
<p>Being safe</p>	<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